

Consultation can be made to work

Sir Keith Joseph's decision to "stand down" the Advisory Committee on the Supply and Education of Teachers has caused a predictable flurry of protest from some of the bodies who were represented on it. This is hardly surprising in view of the chequered career of some of the committees on teacher supply and training in the past and the strong distaste (which ministers and senior civil servants have come to share) for "representative" consultative bodies.

"Representative" committees - the current orthodoxy runs - provide a congenial stamping ground for teachers' union leaders and local authority association bosses. They easily get caught up in institutional politics.

ACSET has gone some way to dent this orthodoxy. There is a general belief that ACSET has been a rather good body. Much of the credit, no doubt, belongs to a wise and experienced chairman, Sir Clifford Butler, who, as well as being vice-chancellor of Loughborough University, has been around the education circuit for a long time and in a variety of roles. Even more, the

good opinion in which the DES holds ACSET is due to the fact that the Department has seriously tried to make it work - to use it as a genuine consultative body in which to explore the implications of the demographic and professional changes which form the background to teacher training policy.

To say that the Committee has been "used" by the DES, and that this patronizing reason explains (in part, at least) its success, may sound like denigration.

But wrongly, it may be, in this instance. Consultative bodies are always more likely to succeed if there is a shared recognition of what has to be done: they can never expect to achieve much if they are to be regarded simply as bodies in which the former partners in the education service strike attitudes and get at cross-purposes. ACSET has had a job to do and done it pretty well, producing a series of reports on teacher numbers and training requirements. It has provided the Committee on the Accreditation of Teacher Education (CATE) with a basic brief on

the content of training courses and has put forward a major INSET proposal which, if adopted by the Secretary of State, will open up a new era in in-service training. It has also quantified future demand for teachers on the basis of curriculum and training changes in a way which throws considerable doubt on the specious projections set out in an earlier DES paper.

The best tribute to the committee, then, is to be found in the work it has carried out on the drafts prepared for it by its DES secretariat. It has shown that a lot can be achieved through the consultative process when it is directed towards the serious consideration of practical problems, not the stage-management of confrontation.

If ACSET has worked well, why break it up now? Some of the teacher members have deplored the decision to disband the committee at the end of its five-year term because, it having been shown that representative consultation can work, it seems a shame to bring it to an end. The opposite view, shared by some of the other members of ACSET and by the DES, is that for

the time being, at any rate, ACSET's work is done. Its major reports now have to be considered by the DES and acted upon. There is no point in having meetings just for the sake of meetings.

There is a lot to be said for this view, as for the general principle that the way to re-establish civilized cooperation is to collaborate on common tasks, not to discuss "partnership". But it is important to stress that ACSET is likely to be required to get back into action before very long. In 18 months to two years time there will be more work for it to take in the light of decisions which Sir Keith takes on the reports already on his table. In his parliamentary answer announcing the decision to allow the Committee to lapse in April, Sir Keith spoke of convening a new committee "in two years' time if the need for fresh advice is then established." By then there may be a different incumbent in Elizabeth House, but the desirability of recreating a consultative group on teacher training is likely to be strong - like the need to practise the arts of purposeful collaboration generally.

COMMENT

Sir Keith blows the gaff

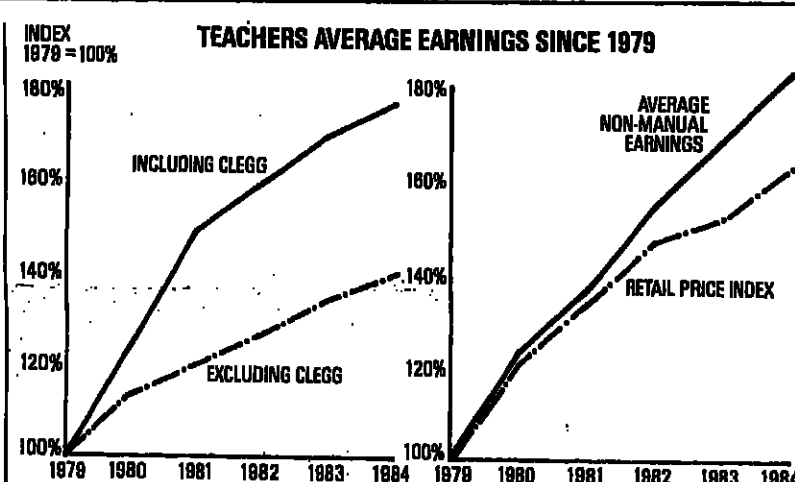
Nothing Sir Keith Joseph said in Parliament on Tuesday can have helped to get the NUT back to the structure talks. The management panel on Burnham (on which he is represented) has been trying to persuade the teachers that their best chance of a decent pay rise is to negotiate a new contract and accept the periodical appraisal of professional performance. The employers' paper included illustrative figures which added up to another 7 per cent on the pay bill in the first year, rising to upwards of 20 per cent for the teachers who benefit most over time from the consolidation of the lower scales.

Now Sir Keith goes out of his way to tell MPs that he sees "no prospect of

such an increase". Not surprisingly this blunt warning is seized upon by those urging their members to start damaging industrial action as giving the lie to the suggestion that the way out of the present impasse is by a return to structure talks.

What Sir Keith said, of course, reflects the fact that any money for re-structuring still has to be fought for in Cabinet. If the NUT and NAS (NUT) embark on widespread disruption the Cabinet may refuse to agree. But the local authorities did show Sir Keith personally what they were going to put to the teachers; they modified their package to meet his points; some of the figures were trimmed to leave room for negotiation upwards.

Sir Keith has made no promises with numbers and pound signs attached, but he did write, on July 5, 1984, to Mr Philip Meridale and Mrs Nicole Harrison, to confirm "my own readiness to receive and consider a complete package... and to commend it to my colleagues with a view to facilitating its implementation." Decoded, this means he promised to try to unlock the funds needed to make a success of the



negotiations. Sir Keith is deluding himself if he supposes any package is available which costs less than the one which the Management side tabled before Christmas. And it was made quite clear at the time that the structure proposals were based on 1984 figures and were not adjusted for a 1985 "normal" pay rise. So, it comes back to the numbers.

Sir Keith is committed - but not to specific figures. In all probability his denial now is in response to Treasury pressure. But this is what negotiations should be about - finding the upper limit to which the local authorities and the Government can be pushed to achieve the undoubted prize of a new deal. The more things deteriorate, the more certain it will be that Sir Keith will come to pin his offer of help to

schemes which link extra money to teacher appraisal.

Last week Mr John Selwyn Gummer aroused teacher indignation by saying that teachers' salaries have gone up in

"real terms" - that is, by more than the Retail Price Index - since 1979. The graph shows he is right. The index shows that the Clegg award should be ignored because this was a deliberate attempt to make good past erosion. If Clegg is ignored, the salary rise has been only 40 per cent, compared with the 63 per cent rise in RPI and the 71 per cent increase which teachers have actually received. (Of course, if Clegg had not come along there would have been some other, no doubt lower, figure for an increase in 1979, so there is endless room for speculation and ifs and buts.)

What is indisputable (as Sir Keith pointed out) is that Houghton was quickly eroded and exactly the same happened to Clegg. *Ad hoc* once for all pay rises usually are. The merit of an approach based on restructuring is that it has much more chance of being made to stick.

Second opinion

Dance to discordant tunes

In half-a-dozen degrees of frost last week young children, some unable to grab their anoraks before they were locked out, stood away their lunch-hour in frozen playgrounds - caught in the crossfire of the latest round of claim and counter-claim of accusation and mutual recrimination that is the annual hallmark of the now discredited authoritarianism that masquerades under the name of the Burnham Committee.

When a child is seriously injured outside school in the Arctic conditions, who will be held responsible? Make no mistake, this time the troubles are fiercer than last summer's were. There is an unparalleled ugliness in some schools as bewildered professionals dance to the strident tunes of rival union leaders, and as authorities, sometimes, others, unwisely entangled in the struggle, but their defences.

Three weeks ago I took a phone call from a headmaster who said that his

be done". I was assured, "If management could advance any one of three propositions on January 28". By circuitous routes - I was not the only one propositioned - the message reached its target and the management panel was ready to disentangle pay from assessment and to have one last effort outside Burnham on a pay package for teachers. But the politics of the Burnham scene, which make those of Beirut look simple, effectively put paid to any compromise. And so we had the ludicrous position where the teachers were invited to take action or to go to arbitration on an offer worth less than half the package proposed by the employers as a starting point for discussion in *The TES* before Christmas.

And what are the effects of all this apart from those potentially explosive ones mentioned above?

First, there are the parental phone calls to the education office and the local councillors about to face the ballot box. The calls are from parents, some affluent, but others the victims of unemployment, or themselves as caretakers or other support staff the recipients of pay cuts in the inextricable reductions in public expenditure demanded by the economic policies of the Government. The parents are

cedent bewilderment is directed not against the employers.

Secondly, from local education authorities of all political persuasions there are the letters which put down markers about the implicit custom and practice ingredients of a teacher's contract - letters impelled by the perverse logic of the separation of pay from conditions of service, a state of affairs which is absent in all other publicly paid occupations.

The much-loved Houghton Report and the pay rise of 10 years ago had within it that cancerous paragraph which denied that the professionalism of teachers could be reduced to a simple definition of hours, days or weeks and has led to a position worthy of W S Gilbert at his best. For while a teachers' union is tempted as a bargaining counter to state that anything outside 25 hours a week for 190 days a year is voluntary and not part of the contract, the employers' letters back up the teachers' claim for more pay. I.e., a letter which, on the one hand, just reserves their position on damages and, on the other, calculate pay deductions for strike action on the basis of a 365-day working year, in fact surely strengthen the teachers' bargaining position for restructuring.

I have followed teachers through a full working day on two separate occasions recently. They have certain things in common. Their working school day started at 8am and each had full timetables that day which gave them a chance to provide well-prepared, carefully-organized classwork during which time they had 400 separate and encouraging conversations with individual pupils. Each filled their lunch-hour with out-of-school activities; both left me breathless and exhausted at 6pm for a quick snack before a parent evening.

These outstanding teachers, who are by no means uncommon and whose powers of leadership by example were considerable, are now themselves adrift because the Burnham machinery renders impotent their own leaders and evidently the employers alike.

The civil servants who advise the Secretary of State now have a duty to advise his immediate action in an area which is clearly his concern. The repeal or substantial amendment of the Remuneration of Teachers Act 1965 is urgent.

Ten months ago I outlined six points for a new deal for teachers: a three-year entry grade followed by a main professional grade going beyond the top of OFSTED's job grading assessment into a new professional

al and curriculum development not pay;

a global sum for senior post allowances and an entitlement to a number of assistant or deputy heads varying according to the size of school;

a non-repeatable cash bounty for headteachers after seven years;

a national disciplinary code analogous to those enforced locally for incompetent teachers;

a clearer definition of the teacher's day, week, year; and

a pay tribunal to avoid the annual nonsense now crippling our schools.

Most of this is uncontroversial. Will it be necessary to write a third time next year suggesting it?

Tim Brighouse

Tim Brighouse is chief education officer for Oxfordshire.

no comment

"They are now engaged in preparing an exemplar pupil unit on death education based on a death-awareness approach."

From the Herfordshire Health Education Working Group, draft proposal for a new curriculum for the 11-16 age group, to be discussed at the ASE annual meeting in Kent, 1984.



Tom Scott: agreed he was wrong to claim that pupils had been caned.

Cane error leads to libel action

by Geraldine Hackett

An infant school that recorded 20 smackings in one year was a cause for public concern, a High Court hearing was told this week.

Mr Tom Scott, education secretary of STOPP, the Society of Teachers Opposed to Physical Punishment, who is defending a libel action, said that he was wrong to claim the school caned children. But he would still have published the details of corporal punishment there.

Mrs Joyce White, former headmistress of Burrville County Infants School in Clacton, Essex, is claiming that she was libelled in a STOPP press release issued in June 1981 that listed her school as one of those within the authority that used the cane.

Mr Scott told the court he had made an error in accusing the school of caning children. The error had been taken from official statistics prepared by the chief education officer of Essex County Council. If he had known the school smacked children on 20 occasions he would have changed the words in the press release, but not significantly.

The press release, which was used as the basis for a report in *The Guardian*, carried figures on the number of canings in Essex schools in 1979-80. "I have no doubt the information was correct, or I wouldn't have used it," Mr Scott said.

The press release alleged 4,000 beat-

ings in Essex schools and picked out 13 schools for special mention.

Summing up for Mr Scott, Mr Stephen Sedley said that STOPP was opposed to all physical punishment of children in schools. That was a legitimate point of view. The jury should bear in mind that Essex County Council, Mrs White's employer, allowed the use of the cane and her own professional association was in favour of the retention of corporal punishment.

Earlier, Mr Tom Shields, counsel for Mrs White, said she had been portrayed as a Dickensian school-teacher like Wackford Squeers in *Nicholas Nickleby*, who took pleasure in beating children. Mr Scott had not apologized for the error until April 1983.

Mr Sedley wondered why Mr Scott had been left in the dark about the caning children. The error in the reference to Burrville school was never retracted, either by Essex education department or the county's education committee.

"Was there somebody, somewhere relishing STOPP being in a trap?" On the first day of the hearing Mrs White, who retired last year after 17 years as head of Burrville school, said: "When children were naughty I smacked them on the back of the leg. As far as I know no one in this day and age would dream of caning infants. I certainly wouldn't."

The hearing was continuing when the *TES* went to press.

Manchester rates may go up 79%

By Mike Durham

Rates in Manchester may have to rise by 79 per cent in April to keep services at their present level, because of Government financial penalties for overspending.

But councillors were told this week that if the city complies with Government targets it will have to cut spending by £30 million - about £14 million on education.

Manchester, which is not rate-capped in 1985-86, is among the nine "front-line" education authorities which are mounting a campaign against the Government's attempts to control local government spending.

Along with Newham, Liverpool, North Tyneside and Avon, Manchester expects to be rate-capped in 1986.

87. Other L.e.s.s. widely tipped to be named on the Government's "hit list" include Newcastle upon Tyne and Wigan.

This week Mr Patrick Jenkin, the Environment Secretary, said he expected more councils to be on the rate-capping list next year, and he did not rule out the possibility that some authorities could be included for the second time.

This means that L.e.s.s. like Sheffield, Haringey and Brent, which are due to be rate-capped in April, could end themselves rate-capped again in 1986. The Inner London Education Authority has already been rate-capped over a three-year period.

Mr Jenkin said the Government

would eventually take direct action to intervene in councils which were not being run according to the rules.

Mr Jenkin told the Commons that because of new information from the district auditor, he would allow Haringey to raise its rates by 16.5 per cent, instead of enforcing a 3 per cent decrease.

But the concession does not mean that the authority will be able to spend more next year. The extra revenue is to pay off an unexpected deficit of £6 million on this year's accounts.

Mr Jenkin's last-minute change of mind means that the rate-capping orders on 13 other authorities have been delayed.

ILEA challenges ministers in court

The Inner London Education Authority this week launched a last-ditch attempt to challenge rate-capping and Government spending restrictions in the courts, with actions against both Mr Patrick Jenkin, the Environment Secretary, and Sir Keith Joseph, Education Secretary.

On Wednesday the ILEA was given leave to seek a judicial review of the Government's attempt to force rate-capping on local authorities.

The High Court judge, Mr Justice Forbes, instructed Mr Jenkin, to disclose the means by which he calculated the level of ILEA's rate ceiling to the authority by today.

Mr Jenkin has also been given until next Tuesday to present all his evidence to the court.

As *The TES* went to press, the authority was also seeking leave to force a judicial review of its own rate-capping order.

The action against Mr Jenkin centres on the assumption he used to set the level of ILEA's rate ceiling next year. The authority contends that Mr Jenkin should have disclosed his calculations. If it can prove that Mr Jenkin used misleading information, the rate-capping order could be set aside.

Three other L.e.s.s., Bradford, Nottingham and Derbyshire, started actions over their level of rate support grant this week.

DES document advocates national homework policy

by Susannah Kirkman

The Department of Education and Science wants to introduce a national policy on homework.

A DES discussion paper to be released shortly suggests that there is an association between enhanced academic performance and homework which is regularly set and marked. The paper comments that homework plays a particularly large part in the work of many independent schools.

"More and better-directed" homework was proposed in the DES 5 to 16 curriculum discussion paper as a way of reducing the number of periods spent on the main compulsory subjects.

The DES admits that there is no firm evidence available on current practice, nor much material on which to base any recommendations, but the paper

suggests a list of objectives in setting homework. They include developing perseverance and self-discipline, making more rapid progress and involving parents and other adults in pupils' work.

The paper also notes the potential drawbacks of homework. To some pupils, homework is one of the more frustrating aspects of school life. The home environment must also be taken into consideration and homework must not take up too much of pupils' free time.

The DES recognises that extra resources will be needed if homework is to become more effective.

Advisers to the Association of County Councils are unenthusiastic about the proposals. They have told the ACC that schools should plan the

overall curriculum before they identify aspects which would "benefit from independent study."

In any case, it should be possible to satisfy the demands of the curriculum within school time, as homework can only be voluntary. When it comes down to it, schools and local education authorities can do little more than say homework is "desirable."

The ACC's advisers also challenge the idea that children in some other European countries have to do more homework than British pupils, one of the justifications for homework used by the DES. Research by the National Foundation for Educational Research suggests that this is not the case within the EEC.

Freedom to tape proposed

by Gillian Macdonald

Schools and other educational establishments should be entitled to make recordings of all broadcast material in return for a levy on blank audio and video tapes, a Green Paper published this week suggests.

The Department of Trade and Industry recommends that in return for a levy of 10 per cent on audio tapes and five per cent on video tapes, teachers should be "entitled to make recordings of all broadcast material for replaying in the course of teaching and learning processes at any time, and for indefinite retention."

The levies would correspond to about 10p and 25p respectively on the price of an average tape, and would raise around £5m a year. The money would be collected by a body to be set up by the copyright owners.

The Green Paper proposals mark a complete turnaround by the Government, which in its 1981 Green Paper on Copyright came down against the idea of a levy on blank tapes. Since then it has come under strong pressure from various bodies, including education interests.

Solicitor advises overpaid staff to hold on to money

Teachers who are overpaid by their local education authority can hang on to the money, says a union legal expert.

Mr David Briertley, solicitor for the Professional Association of Teachers, has dealt with a dozen cases of teachers being overpaid by error - and in one case has successfully persuaded an authority to return the money it had started to deduct from a member's salary.

He said the authority, Walsfield, had reduced the teacher's salary over a number of months to offset the overpayment of £75.

"The authority's original response to PAT was that the member had agreed to the repayment and therefore waived her rights," he says in his union's journal, *Professional Teacher*. He advises teachers to contact their union immediately if any suggestion is made that they have been overpaid.

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PLATFORM



John Tomlinson looks at a new study of the link between education and national economic performance and finds it to be a 'treasure-house of information and ideas'.

Stalled on the road to recovery?

"It has been common knowledge among economists for a very long time that labour productivity in British manufacturing industry was far lower than in the USA, of the order of one half... we have been overtaken by most European countries as well."

"Though few would believe it possible to say with precision just how much gain in economic performance could be achieved by improvements in schooling and vocational training, equally few economists would question their importance in the longer run."

"... an essential element in the preparation of the young... must be to provide flexibility of adaptation to unknown future situations."

"... the diversity of method and approach, to be encouraged in education, has to be exercised within constraints which will require effective teaching of basic skills, and the mandatory teaching of a range of core subjects, with criterion-referenced examinations, throughout secondary education."

"... we may not be asking the young to do more than they are capable of, but we are asking them to do it in a way which is not only more efficient, but also allows themselves rather modest expectations about hours of work."

"... we should move as quickly as we can to a universal training requirement, which would entail the existing requirement of compulsory education."

These quotations could stand proxy for a dominant contemporary vein of analysis about education and economic performance. We are performing less well than competitors with similar resources. There is a connection between education/training and economic success. The future is uncertain, so the new entrants to the workforce must have basic skills on which to build. Training must become compulsory. And it all means that pupils and teachers must work harder. A new orthodoxy and a new puritanism. The work-ethic still rules at least before you get to 'employable age'.

All this is drawn from *Education and Economic Performance*, based on a conference organized by the National Institute of Economic and Social Research, together with the Policy Studies Institute and the Royal Institute of International Affairs, in June 1984. It is a treasure-house of information and ideas. It is also, taken in the round, far more subtle and discerning in its analysis and conclusions than the passages I have just quoted would suggest. Indeed, therein lies its strength, because it edges its way a little beyond the average contemporary position.

Education and Economic Performance, ODN Wolskley (Ed) Gower 1984.

What does this emergent new orthodoxy look like? And does it square up with other contemporary strands, for example, the speech by Robin Paul, deputy chairman of ICA Mond Division, to the North of England Conference, or the experience of those organizing Industry Year 1986, or Lord Young's speech to the Society of Education Officers on January 25?

One element is a much more insistent argument in favour of a coherent approach to the education and training of the 16-19 age group. After more than a decade of government statements and general argument about schools/FE, training/education, publicly provided, employer-provided training, the reality was that by the autumn of 1983 half of the 16 to 18-year-olds in Britain who were available for work were unemployed. Moreover, of the 36.3 per cent of the whole 16-19 age group who were in employment in January 1983 only 7.5 per cent were getting any training or education. The remaining 28.8 per cent got no day study.

The plight of these large groups of young people is even starker when international comparisons are made. Had they been educated in West Germany, it seems probable that their mathematical attainment would have been twice as high and it is certain that nearly all of them on leaving school at 15 would have taken part-time courses at a vocational school until the age of 18. Were they Japanese, they would not be attempting to enter employment until the age of 20. Hence the attempt in this country to raise the school attainment of the lower 40 per cent to that of the present average, combined with new approaches to post-school training.

Yet the Youth Training Scheme has not performed since its inception in 1983 as originally intended and its weaknesses are symptomatic of the underlying pathology. Of the 460,000 target places for 1983-4 only 254,000 were taken up. The shortfall, of nearly one-third, is attributed to almost total failure to attract youngsters in employment. To that can be added the fact that of those who left YTS early to enter employment hardly any continued their training. YTS has therefore been seen so far, by employers as well as the youngsters, as just another palliative for unemployment. Employers have shown no willingness to allow, let alone encourage, their young employees to take training.

If a coherent system for 16 to 19-year-olds is to be achieved, a framework of part-time training and education must be established alongside the traditional full-time 16-19 system. It is argued by Professor Leonard Cantor that the three necessary major categories of curriculum



Even if we could agree which direction to head in, would the journey be economically feasible?

are now discernible. Academic courses (oddsly he mentions the Certificate of Extended Education but not GCSE); traditional vocational or technical courses (Business and Technician Education Council, City and Guilds of London Institute and the Royal Society of Arts); and, third, vocational preparation. Into this last group he would put the Certificate of Pre-Vocational Education (CPVE), the Technical Education (TVET), the Vocational Preparation (General) Certificate and all the curriculum work done for the Youth Opportunities Programme, and now, the YTS. The curriculum linkage from 14-19, between schools and FE, and between full-time/part-time courses appears to be made.

Professor Cantor's outline of the complete, coherent 16-19 system would be:

- 1 New training for the high technology industries to supply technicians and craftsmen (guaranteed by the State but with employers bearing a significant part of the cost);
- 2 "Industry Education" and "Government" intensifying current efforts at unified programmes of education and training which would include more vocational elements in the secondary school, and a two-year YTS;
- 3 To back it all up there would need to be much more and better in-service training of teachers.

The book also contains two crucial chapters on the value system of education and these redeem it from being only a comparative study of failure linked with exhortations to greater virtue and more research. William Taylor writes on "Productivity and Educational Values", and Stuart MacLure on "The Responsiveness of the Education System to Change".

Education has been defined as initiation into a worthwhile form of life. What if the work experience of most people is not worthwhile in this sense? What if the education system reflects the social attitudes that historically made the upwardly mobile despise trade and commerce and the socially conscious deplore its social effects? Perhaps the so-called failures in educational reform were caused by these underlying attitudes.

We were late in reforming secondary education, late in developing scientific curricula, late in recognizing access to education for able working-class children. Moreover, the positive impulses of the reformers of the 1930s and 1940s, so far as they were based on international comparisons, had more to do with politics than trade and industry. The dominant desire was to avoid enslavement in dictatorship. Free speech and free thought, creative imagination, and a belief in the value of persuasion rather than of force were the ideas which would achieve this, and the cost would be putting up with a certain amount of "inefficiency" in the educational system. Drive and energy in all branches of industry, business and the professions must derive their motive power from the desire of all to promote the common good.

To this was added, in the post-war era, another characteristically British concern - the pursuit of fairness. The focus is education and the economy at large; was upon distribution and access rather than production.

Then in the wake of the economic changes of the 1970s came the realization that the system was not working.

relevance of school curricula, the call for vocationalism in schooling and a new training structure after school. At the same time the conceptual split sharpened between education (characterized as soft, person-centred, academic, analytical, traditional, a consumption good rather than investment) and training (hard, task-centred, practical, innovative and a national investment).

So far MacLure and Taylor would broadly agree in the analysis. They differ in their estimate of how far change has taken root. Taylor suggests that the distinctions between the two value systems have been seriously eroded by 10 years of the Manpower Services Commission, together with such activities as Understanding British Industry (4,000 secondary schools and 70 i.e.s.), PICKUP (the DES programme for professional, industrial and commercial updating), the Schools Council Industry Project, college-employer links (CELP) and the myriad education-industry liaison officers. MacLure would argue that for real change to occur deeper institutional and structural reform is needed.

The present contradictions in the secondary curriculum require either a full-blooded acceptance of the logic of comprehensive education and the major development of post-secondary education and vocational training which should follow it (as in North America and Scandinavia) or a reversion to more highly differentiated secondary curricula, to elitist higher education, and a stratified system of post-secondary technical and vocational education. "Neither of these radical options is seriously on offer: instead there is a modest attempt to tidy up the present disarray."



Whether it is tidying up or a radical new world, the prospectus of the present Government seems pretty all-embracing. To the new curricula and training schemes must be added reformation of teacher training, the introduction of teacher appraisal and management, remodelled examinations, modified entry requirements for higher education, and apprenticeship, a National Training Agency; and the whole driven by centralized finance through MSC or DES specific grants.

Thus is raised the final and most important question. Can it all work, either in its separate aspects or systematically, unless there is not only general political consent but also the whole-hearted understanding and commitment of the practitioners, especially the teachers? As was discovered in many countries that experienced foreign occupation, it is very difficult to control what teachers say and do when the classroom door is closed.

A number of American states, having concluded that higher teacher morale was essential to the policy of raising standards, have introduced

linked to performance. That has still to be resolved here. Perhaps at the bottom of it all is the need to widen the base of educational policy-making in this country. What national committees or organizations there were have been removed and the introduction of parents to the governing bodies of 30,000 schools hardly seems likely to produce either national purpose or stability. Maurice Kogan concludes, one of the many valuable chapters in this book, "Consensus must be built on respecting... the many changes that affect the schools... the changes should be those deriving from the eclecticism of Joseph, with his coat of many colours, rather than Moses with his tablets of stone."

Since that was written we have had statements from both Sir Keith Joseph and Lord Young, during January 1985, Sir Keith, at the North of England Conference showed every sign that he fully appreciated that it was no good thinking that an initiative in one part of the system - say, examinations, curriculum, teacher training or governance bodies - could be either sufficient or self-contained. He and his advisers central and local government are nearer to agreement about both objectives and the methods of a more coherent approach; and there is every sign that the teachers will pull together given statelessness on all sides of pay and appraisal. The sensitive, interconnected nature of both the system and of the educational process had been understood.

Lord Young, however, in talking to the Society of Education Officers seemed to reflect a less mature stage of thinking. Where he talked of the logic of education he was on common ground. A broad education gives competence in fundamental skills, the capacity and motivation to learn, and is practical as well as academic. It has been the objective of enlightened educators for a long time. Academic attitudes have stood in the way; those same attitudes which attributed to the supposed decline of spirit of enterprise and whose removal can now be a common objective of education and government.

Lord Young had nothing to say about a renaissance of attitudes among employers in being willing to provide work-based training and work experience. Indeed, in the areas where industry has influence how could they?

As the chief education officer of Wolverhampton put it in his final speech, what national policy has the Government to provide the new work-based training-education system in place where the new, buoyant economy is not yet apparent? In its absence, the new education curriculum policy to be provided for a hungry and highly motivated generation of youngsters? And, as an educational thought for Lord Young's group, what would be the consequences of new policy?

TVET applies, he told the SED, to a portion of two age groups and 10 per cent of all secondary schools. It is intended to apply to nearly 100 per cent of four age groups and 100 per cent of secondary schools and post-16 institutions, the costs in technical and training teachers and advisors in industry will be borne through "improved management" as he appeared to suggest.

In West Germany, we heard, a cost of £5 billion was borne by employers for training young people in the country the £1 billion cost of the YTS was entirely borne by the State. The question presses in, even if we agreed where we would the journey to get there, would the present system be able to sustain it? Have we failed too far below some necessary threshold for the new style training system to work in a free market?

As Robin Paul told the North of England Conference in Chester, anything, the fault now lies with the teachers. To the new curricula and training schemes must be added reformation of teacher training, the introduction of teacher appraisal and management, remodelled examinations, modified entry requirements for higher education, and apprenticeship, a National Training Agency; and the whole driven by centralized finance through MSC or DES specific grants.

Thus is raised the final and most important question. Can it all work, either in its separate aspects or systematically, unless there is not only general political consent but also the whole-hearted understanding and commitment of the practitioners, especially the teachers? As was discovered in many countries that experienced foreign occupation, it is very difficult to control what teachers say and do when the classroom door is closed.

INDUSTRIAL ACTION ROUND-UP

Strike action by members of the National Union of Teachers will intensify week by week over the remaining five weeks of the spring term unless the employers improve their 4 per cent pay offer, the union has warned.

Next week 4,000 NUT members in 26 local education authorities will be called out on a three-day strike beginning on Tuesday after a ballot of about 15,000 members in just over 750 schools produced an 80 per cent vote in favour of action. Only a dozen schools failed to register the necessary two-thirds majority for strike action under the union's rules.

Mr Doug McAvoy, deputy general secretary of the union, said the strikes would involve 216 schools - and children in examination classes would not be exempted from the action.

The union has promised to reimburse all members who lose pay for taking strike action. Its strike fund, which contains £10 million. Last year's seven weeks of industrial action cost the NUT around £1.3 million.

The 26 i.e.s. to be hit include Haringey and Wakefield - the constituencies, respectively, of Mrs Nicole Harrison, who chairs the Association of Metropolitan Authorities education committee and who has already described the teachers' action as "stupid", and Mr John Pearson, vice-chairman.

However, NUT leaders stress they have not picked on areas because of personal animosities but have chosen instead for i.e.s. which have threatened teachers that they may be breaking their contracts by introducing sanctions - such as refusing to cover for absent colleagues.

Mr McAvoy said that further schools and other i.e.s. would be balloted in the near future - and warned that, if the action continued for long, no authority would escape a strike ballot.

The areas to be affected next week are Sunderland, Cleveland, Bolton, North Yorkshire, Bradford, Leeds, Wakefield, Nottinghamshire, Northamptonshire, Solihull, Birmingham, Walsall, Warwickshire, Cambridgeshire, Suffolk, East Sussex, Kent, Dorset, Devon, Berkshire, Gloucestershire, Wiltshire, Bexley, Brent, Haringey and Croydon.

The NAS/UWT announced it would be instructing members in 11 i.e.s. to start selective strike action the following week. They are: Bedfordshire, Birmingham, Bolton, Bradford, Cleveland, East Sussex, Kingston-upon-Thames, Merton, Norfolk, Shropshire and Solihull.

However, in a half-page advertisement in this week's issue of *The TES*, the Assistant Masters and Mistresses Association has called on the local authorities to return to the negotiating table - and pick up last week's offer from the teachers' side. This was that there should be concurrent discussions on pay and conditions in the two negotiating bodies - Burnham and CLEA/St.

Pressure for the repeal of the whole pay negotiating machinery increased this week with a top-level meeting at the office of LACSAB, the management secretariat, which decided that Sir Keith Joseph, the Education Secretary, should be asked to give his

approval to legislation which would allow pay and conditions to be negotiated together next year.

The significance of this meeting is that it involved LACSAB's board chairman, Mr Tony Prendergast, from Westminster City Council, the man responsible for overseeing all local authority pay negotiations. At present, the teachers are out-of-step with other town hall employees who negotiate both together.

Also present at the meeting were the chairman and vice-chairman of the education committees of both the Conservative-controlled Association of County Councils and the Labour-led Association of Metropolitan Authorities.

There were no detectable peace moves in the dispute this week, though. The management panel has not met since negotiations broke down 11 days ago and - although the executive of the NUT meets again today there is known to be little opposition to the decision to escalate the dispute.

However, it did emerge that behind-the-scenes negotiations of the last Burnham meeting involving Mr Fred Jarvis, NUT general secretary, Mr Philip Merridale, for the employers, and Sir John Wordie, the independent chairman of the Burnham committee, led to a formula being tentatively agreed which Mr Jarvis was able to put to the teachers' panel.

But later, the NUT representatives on the teachers' panel - meeting separately - rejected it. The formula was for Sir John to chair talks about how discussions could proceed. The eventual formula the NUT

26 i.e.s. will be affected by teachers' three-day strike

NUT poised to call out 4,000

by Richard Garner

absent colleagues.

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representatives came out with - that the two discussions should take place separately - was forcefully argued by Mr Doug McAvoy, deputy general secretary of the NUT, who said it would not prohibit the employers from pressing any of their ideas in the separate fora.

Other key influences on the NUT teachers' panel representatives are their former president, now treasurer, Mr Don Winters, and Mr Gordon Green, who takes over as union president at Easter.

Meanwhile, it looks as if the agreement between Sir Keith and the NUT that there should be further discussion with the local authorities and other teachers' unions on assessment has run into trouble.

The local authorities are lukewarm about the idea and have asked the DES if it was planned to invite the NUT to the next meeting on appraisal, in the words of one official, as a "stalling device". No date has been fixed for it.

In his letter to the DES responding to the initiative, Mr Fred Smith, general secretary of the NAS/UWT, says any system of appraisal will mean a modification of conditions of service, adding: "There will have to be a quid pro quo satisfactory to the NAS/UWT." He added that he was tempted to speculate that there would not be enough quids available.

Headteachers' organizations - the National Association of Head Teachers and the Secondary Heads Association - have also reacted coolly to the initiative, saying they believe direct discussions with the employers, i.e.s., would be preferable.

Branch plea for lunch ban rethink

Leaders of the National Union of Teachers are being urged to back off from banning lunchtime supervision by one of its branches.

The call has come from the union's Dudley association which itself has agreed to "soft pedal" on banning supervision after learning that the consequent reduction in the number of school meals being served would lead to cuts in hours and wages for meals staff.

It has now written to the union's executive asking them to give branches discretion over banning lunchtime supervision.

Dudley's line on lunchtime supervision coincides with a similar warning from Northamptonshire County Council to its teachers that school meals staff may lose wages and jobs as a result of the lunchtime supervision ban.

Meanwhile, Labour-controlled Dudley authority has joined Liverpool in supporting the teachers' case and has agreed to press the Association of Metropolitan Authorities to reopen negotiations. As a result, teachers in these two authorities will not be taking part in next week's strike action planned by the NUT.

However, Mrs Nicole Harrison, chairman of the AMA's education committee, called the teachers' action "stupid" because of the rejection of a 4 per cent offer, arbitration and talks on a restructuring deal.

About two-thirds of the 104 i.e.s. have now sent warning letters to teachers about their sanctions.

Mr Peter Dawson, the PAT's general secretary, said: "The reason why we have the present arrangement is that, quite frankly, we aren't desperately interested in elections."

"However, if they're necessary under the law, we shall oblige and we can recoup the money for them from the Government - as we have done in our national elections for the children's representatives."

The teachers' union granted pay bargaining recognition by the last Conservative Government and dubbed a "management strike" by its rivals, has found itself in breach of the Government's new trade union legislation.

The Professional Association of Teachers whose members pledge never to go on strike - has summoned a special general meeting to bring its rules into line with the law.

The PAT's last national council meeting for choosing its national council

Reminder to deputy heads

Deputy head teachers have been reminded that they should implement their heads' decisions even if they have reservations about them.

In a circular to deputies SHA says: "The head is bound by law to exercise a standard of care which a reasonably prudent parent would exercise in these particular circumstances. Deputies should support the head in this obligation."

SHA's circular comes in the wake of a letter from the Education Secretary, Sir Keith Joseph, to the heads of schools, asking them to consider the implications of the teachers' strike for the children.

The letter said that the Education Secretary was aware of the fact that the teachers' strike would have a serious impact on the children and that he was asking heads to consider the implications of the strike for the children.

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Lady Young



Bob Dunn

Minister hits back on letters

Mr Bob Dunn, the education junior minister, has accused the NUT of distorting a former education minister's ruling on teachers' industrial action.

Mr Dunn told the Commons that the NUT was only making public one letter by Lady Young, in which she asserted that teachers were not contractually bound to stand in for absent colleagues.

He said the union had failed to refer to a second letter, qualifying the first, in which she said that in certain circumstances, a teacher's failure to provide cover could be regarded as a breach of contract, even if this was not written in the terms of employment.

Lady Young's correspondence had been prompted by a dispute between Surrey County Council and the local teachers' associations.

Mr Dunn said he was drawing attention to both letters "to avoid misunderstanding based on the limited version apparently circulated by the National Union of Teachers".

Mr Dunn was replying to a written Parliamentary question from Mr Steven Norris, MP for Oxford East, asking whether local authorities had sought advice on how to respond to industrial action by teachers.

Mr Dunn said they had not and added: "A local authority's response to industrial action by its employees will depend on a variety of factors including the nature of the action and the employees' terms and conditions of service."

It was up to teachers and employers to interpret the contracts and, should they disagree, the courts would have to resolve the issues.

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DETAILS

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Anti-Honeyford strike plan

by Bert Lodge

A group of parents at a Bradford school is organizing a strike during which children taking part will be taught in an alternative school "following anti-racist principles".

The move is part of a campaign by Drummond Middle School parents' action committee against the head, Mr Ray Honeyford, after he published an article last year critical of Bradford's multicultural education policies, and of the conduct of some Asian parents. Almost 90 per cent of the children on the school roll are Asian.

Miss Jenny Woodward, chairman of the action committee, would not dis-

close when the strike would begin, where the alternative school would be, the identities of its teachers, or how many there were. But she said this week that all these needs had been catered for and would be disclosed on the opening day.

Mr Honeyford disturbed some Labour members of Bradford Council earlier this month when another article by him appeared in the *Salisbury Review*, criticizing left-wing ideology in education and some fashionable "non-subjects", including multiracial education, anti-sexism and peace stu-

dies (*TES*, February 8).

Mr John Lambert, Labour education spokesman, called for his immediate suspension. He said that Mr Honeyford had been ordered last term to submit any further writings to the scrutiny of the director of education, Mr Richard Knight. Mr Honeyford's reply was that the article had been submitted to the journal months before that directive.

A spokesman for the authority said this week that the director had invited Mr Honeyford to say specifically what his article had been submitted.

Privatization condemned

The Government's plan to force local authorities to privatize services - including school meals - has been condemned by the Labour-controlled Association of Metropolitan Authorities.

Mr Patrick Jenkin, the Environment Secretary, announced last week that he was planning a law within two years which would direct councils to put services out to tender.

Councils would be obliged to accept the lowest tender for the service, Mr Jenkin said. But he also made it clear that private contractors would not be obliged to honour wage rates agreed between councils and public service unions.

Mr Jack Layden, AMA chairman, said that the proposal was "an unwarranted intrusion into the autonomy of local authorities".

Brent inquiry

The inquiry into secondary school standards in the London borough of Brent is now almost certain to be completed following a decision to provide the £57,000 needed to finish the probe.

The borough council, which had to grant a request for the extra funds.

But this week Labour and Liberal members of a sub-committee voted to restore the grant and the decision is expected to be upheld when it returns to the education committee. On Monday, where members of both parties will outnumber Conservative members and teacher representatives.

The inquiry has already taken more than a year and cost £117,000.

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Teacher selectors pay own expenses

Teachers taking part in selecting candidates for teacher training are bearing most of their expenses themselves, a survey has found, *Bert Lodge writes*.

Answers to a questionnaire circulated by SCETT, the Standing Committee for the Education and Training of Teachers (in the public sector), showed that teachers are involved in interviewing almost three out of four colleges and polytechnics which train teachers. Yet "most of the costs incurred appear to be borne by the teachers themselves", says a report in the committee's newsletter.

Responses included statements such as "reluctance of teachers to claim" or "most waived" or "very little claimed". The majority of institutions estimated an annual cost of £100 or less, or simple stated costs were minimal.

Out of 33 institutions using teachers, 17 reported that no fees or expenses were offered. Of the 14 institutions which paid expenses, two said they were not always claimed. One institution reported that it offered neither fees nor expenses but provided lunch for teachers in college for interviewing. One institution used teachers already

within the walls and paid them a part-time members of staff.

A spokesman for the National Association of Teachers in Further and Higher Education, the college lecturers' union, said there was so much paperwork and time involved that few small amount of petrol teachers would think it not worth the bother.

Dr John Thorley, principal of Charlotte Mason College, Ambleside, said they tended to use experienced teachers or fellowships and no fee was paid. Where local teachers were occasionally used they would qualify for travelling expenses at the half-normal user's rate rather than those which were obligatory.

Of the 12 institutions not involving teachers in the selection procedure, five reported plans to bring teachers in, perhaps from this September.

Teachers were recruited in 17 institutions by a personal approach to known individuals, while seven approached known schools or known heads. Another four received or negotiated lists of teacher participants with local authorities.

L.e.a. staffing 'scandal'

A teachers' union leader has attacked the "scandalous" variations in teacher staffing standards between L.e.a.s.

Replying to the Department of Education and Science's discussion paper, "Schoolteacher numbers and deployment in the longer term", Mr Fred Smith, general secretary of the National Association of Schoolmasters' Union of Women Teachers, said: "I am sure there would be widespread alarm and concern among parents if they understood the quality of education available to their children depends on the accident of geography."

In its response to the discussion paper, the NAS/UTW calls for additional primary school staff to allow for more time for marking and preparation and says comprehensive school class sizes should be reduced.

The NAS/UTW also questions the disparity between the DES's assessment of the number of teachers needed over the next 10 years and that of the Advisory Committee on the Supply and Education of Teachers. The DES says an extra 30,000 to 40,000 teachers will be needed - while ACSET recommends 46,000.

Sacked caterers lose appeal

Appeals by school meals staff in East Sussex and Hertfordshire against the decisions of their county councils to dismiss them and offer them new jobs on worse conditions came to an abrupt end in the Court of Appeal this week.

Sir John Donaldson, Master of the Rolls, said after hearing legal submissions from counsel for the East Sussex

staff, that the court was "mindful to dismiss the appeal".

The appeals involved 1,400 workers in East Sussex and 4,100 in Hertfordshire. They were against a decision by Mr Justice Mann last April, rejecting their claim that the councils were wrong to ignore national agreements.

Directing the fire against the real enemy

Richard Garner meets Mike Loosley drawing up his battle plans at the head of the ILTA

For Mike Loosley, the first week after winning election as the new general secretary of the Inner London Teachers' Association - the biggest branch of the National Union of Teachers - was hectic by any standards.

There was a one-day strike in support of the miners - which was not given official backing by the NUT's leadership - and all of his 13,500 members had been urged to take part in the withdrawal of goodwill over the national pay claim.

He takes over from Richard Rieser at a time when ILTA's left-wing groups are battling between themselves. The two most prominent groups are the Socialist Teachers Alliance, largely led by left-wing members of the Labour Party, and Rank and File '83, an alliance of independent left-wingers - some of them belonging to groups outside the conventional political spectrum.

The policies of the two sides split out in their election manifestos were similar - and the question must be what will the difference be with the STA now holding the reins, having won a clear sweep with its four candidates.

"One of the main differences," said 39-year-old Mike Loosley, "is over the way we fight rate-capping. Richard Rieser seemed to be saying that the enemy is the ILTA - we must fight the ILTA."

"Yes, of course, we've got to defend our interests as trade unionists. But we would say that it is in fighting with the ILTA against the Government that we are interested."

Ultimately, we would like to see

the NUT affiliated to the Labour Party. They didn't think that was fundamental - we think it is. We see the relationship with the Labour Party as being very important."

Mike Loosley is no stranger to inner London politics. He was president of ILTA in the days when Mr Bob Richardson was general secretary. He teaches history at Hatcham Wood secondary school and is a member of the Southwark association of the NUT.

He has met many of the ILTA leaders during his 18 years as a teacher in the authority. But he is cautious about relations with its present leader, Mrs Frances Morrill.

"I'm going to have to see," he said, "saw more of the former leader, Bryn Davies, when I was president. She is a very different personality - although personally very pleasant."

"I think at the moment there is an anti-teacher - trade union approach coming across from County Hall - even among those who would be considered to be on the Left of the party. They have, for instance, abandoned all in-service training courses for the duration of the national dispute."

"They were also taking disciplinary action against teachers who were involved in 'no cover' action before we had. This is not what we would have expected of them."

However, this problem - which could have been the thorniest one for

the new leader to tackle - has been put on ice for the present. The national dispute has made all "no cover" action official - and the ILTA has said it will not discipline those who take part in official action.

By the time the national dispute is over, the courts themselves may have ruled on the status of refusing to cover for absent colleagues.

Mike Loosley believes many of Bob Richardson's supporters decided to vote for STA candidates this time. "They seem to be very split - especially the Communists among them, who reflect the split in the leadership of that party," he added. "Many of them have backed us on this occasion."

The job of ILTA general secretary is one of the most demanding in the union. And when he is not involved in being a "political animal" (as he puts it) Mike Loosley, who is married to a teacher, Diane Kennedy, and has a five-year-old son, Robert, enjoys watching cricket and cooking gourmet meals.



Mike Loosley... political animal

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Memo to Sir Keith 1

Political interference driving out good teachers, says Tory discussion papers

Left-wing indoctrination widespread in schools

by Mike Durham

A Conservative discussion paper, which alleges that left-wing political indoctrination is widespread in schools, is being circulated to party members, including Sir Keith Joseph, the Education Secretary.

The paper, drawn up by a working party of the Conservatives' National Advisory Committee on Education, claims that political interference in schools is frequently covert and insidious and that it is spreading to primary and infant schools.

It alleges that political interference and manipulation is "driving out good teachers, even committed socialists, and making it difficult to fill headships in central London."

The 18-page report is being circulated for consultation and is likely to be adopted at a NACE meeting in June.

The paper claims that political indoctrination is on the increase, with "covert" activity more dangerous because it is often unrecognized by parents, governors and head teachers.

But some teachers indulge in "open indoctrination".

It claims to identify 10 different ways in which "covert" indoctrination can take place in schools.

Catch-all subjects such as humanities, general studies or social studies can give teachers the opportunity to undermine the social order, it says, and is "political in an insidious, uncontrolled manner".

It cites books recommended by the Health Education Council which appear to legitimize incest, paedophilia and bestiality, and a lesbian who is alleged to have given a lesson in sex education to a class of 14-year-old girls.

"This destruction of accepted values... seems designed to cause conflict between children and parents, and is bound to weaken family unity," the paper says.

It goes on to identify "anti-British, anti-western and anti-capitalist attitudes" among teachers in more orthodox subjects like history or physics.



John Selwyn Gummer... sinister and slapdash teachers.

Other areas where bias is said to be put across include innovative subjects such as black studies, subjects introduced to the school curriculum over the past 20 years like economics, and even outwardly non-political subjects like literature.

"Works of Shakespeare and Dickens are being shouldered out of English literature in favour of modern texts of dubious literary merit," the paper claims.

"Writers such as Shaw or George Orwell can be stressed for the political aspects rather than the literary ones."

It quotes poems and songs in schools which it says are "inflammatory". One South London school is criticized for an English class in which pupils were asked to imagine how they would lead a strike. In another, 10-year-old pupils were told to imagine how they felt about mugging an old lady.

Teachers own attitudes, behaviour and dress and indoctrination of teachers in training are also perceived to be problems.

As a result of the paper a small standing committee is likely to be set up to monitor "evidence" of indoctrination. NACE will also study political education in other countries, and define an agreed core syllabus which it will recommend for use in British schools.

At the recent Young Conservatives conference, Party chairman Mr John Selwyn Gummer said that a small but damaging minority of "sinister and slapdash" teachers was guilty of carrying out political indoctrination in schools. He said that some teachers were trying to "subvert education and pervert its purpose". Many other teachers found this offensive, he said.

Mr Gummer said most teachers were not politically motivated. "But there are others, a small but damaging minority - some sinister and some merely slapdash - who undermine education and betray our children."

There were manipulators - "political extremists who confuse political indoctrination with education."

There were also "the slapdash few who moan and groan so much about their conditions that they undermine their credibility with their pupils."

Mr Gummer claimed the "slapdash" were among those teachers who supported the NUT's call for industrial action last week. He said they were a discredit to their profession.

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PRIMARY

Sarah Bayliss reports on far-reaching suggestions from the two main mathematics associations in evidence to the Commons Select Committee

Public education + problem solving = better maths

A massive exercise in public education is vital to change the image of mathematics in schools and to encourage primary teachers to shift their classroom style strongly towards problem-solving, MPs were told this week.

Giving evidence to the Commons Select Committee on Education, the Mathematical Association and the Association of Teachers of Mathematics, spelled out the urgent need for primary schools to replace routine arithmetic with problem-solving as children's staple diet in maths.

Both associations, which between them represent around 10,000 teachers, advisers and lecturers, said arithmetic – and mental arithmetic in particular – should continue to have a place in primary schools. But pages of sums should cease to dominate the curriculum in the way that they do at present. Practical maths was essential. They argued that mathematics learnt while problem-solving made more sense to children. And as well as being a worthwhile activity in itself, it was "highly desirable to educate all young people in this country to be active, intelligent problem-solvers."

Both associations gave firm support to the notion of a mathematics consultant or co-ordinator with a scale post in all schools. The Mathematics Association said small schools should be encouraged to share a consultant teacher. But both stressed that the person should be first and foremost a primary practitioner – a "generalist."

"The mathematics curriculum should import secondary skills," said the Association of Teachers of Mathematics, in its written submission.

It warned, too, that "the present educational and political climate acts as a fairly massive discouragement to all forms of problem-solving."

Teachers in overcrowded classrooms faced enormous difficulties. They needed to be well-organized and well-supported to cope with the variety of demands made by children "learning actively".

But the teaching profession as a whole was also being told they were not giving value for money and that they were less committed than they used to be. "Teachers who feel under threat are most unlikely to take the risk of encouraging mathematical or any other kind of problem solving."

"As a direct consequence of recent political pressures on teachers there has been an understandable reinforcement of routine number-bashing in many classrooms."

Miss Hilary Shuard, president elect of the Mathematics Association, deputy principal of Homerton College and a

member of the Cockcroft committee on mathematics teaching, said she believed almost every adult's experience of maths at school was sums – "sums done with pencil and paper according to rules".

They expected to see their own children doing sums in the same laborious way even though it made more sense to use a calculator, once the children had mastered it.

At the same time many people had unpleasant memories of maths. According to Mr Jeffrey Goodwin, a lecturer and honorary secret-

the back of my legs." Sir Gerard Vaughan, Conservative MP for Reading East, expressed surprise that teachers of young children were so affected by a lack of confidence in maths.

Miss Shuard replied: "I'm afraid we suffer from a vicious circle. We have a population in this country which is very unconfident about maths. Intending teachers have the same feelings as the population."

She added that it had been perfectly respectable for 100 years to say that you were hopeless at figures. "That is

Greenway, Conservative MP for Ealing North, about children's need to learn multiplication tables, Mr Peter Reynolds, county adviser for maths in Suffolk, said that knowing tables was only a good thing if you could apply them.

Mrs Wyn Moore, headteacher of Hollingwood first school, Bradford, and a member of the Nuffield mathematics team, said her own staff were very involved in developing the maths curriculum.

When her children left the school aged nine they were expected to know their tables but they could also apply them to practical problems.

Miss Shuard added: "The need to calculate in our heads and to apply that to the situations in which we find ourselves is pretty fundamental."

Mr Bob Jeffrey, a lecturer in mathematics and ex-chairman of the Association of Teachers of Mathematics, said that in the mid-1970s when "modern" mathematics came under fire, teachers were seen to abandon it quite readily.

They were not confident enough to stick to it and justify their efforts. He hoped that current school-based inservice training and curriculum development would make teachers more able to explain to the general public what they were doing.

Mr Brian Davies, a deputy head at Torrington junior school in the Inner London Education Authority, said: "Primary teachers are sensitive people. They don't really fly in the face of public opinion. If they read reports about 'going back to the basics' a proportion will feel that's what they ought to be doing."

Asked by Mr Sean Hughes, Labour MP for Knowsley South, what could be done to change the tide, Mr John Warwick, maths adviser for Bedfordshire and ATM secretary, said that a commitment to problem-solving needed leadership and commitment "at the highest level".

Before the Cockcroft report, inquiries into maths teaching had made the same criticisms and suggestions. Little had happened because strategies had not been taken up by governments.

It was not easy to change the attitudes of teachers, parents and politicians. But Cockcroft had given a lead which should be acted on. Mr Warwick said that the expectations of parents could be raised – not back to old standards but to a new and higher standard.

Mr Davies added: "By God it would help if we didn't have media rumours about 'back to basics' which then means that teachers about to make changes then don't dare."

Coe's primary weight training

Sebastian Coe, Olympic gold medalist, is doing his weight training in London primary school.

The school – Morningstar primary in Hackney – has long been the venue for the local weight training club which now boasts the world mile record holder among its regulars.

The training arrangements are under the direction of the physical education teacher, Mr Neil Macfarlane, who has been at the school since 1973. He has been instrumental in the provision of equipment.

The school was cited this week by Mr Neil Macfarlane, Minister of Sport, as an example of one of the many schemes of dual use now operating.

Calling for a vast expansion of the use of school facilities by the general public, Mr Macfarlane said that the attitudes of heads and caretakers were the single most important factor "upon the doors".

He recognized that schools were most likely to be facilities most suitable for sports use, but insisted that schools should be still feasible at a level. In Cumbria, for instance, of village schools by clubs and organized user groups had without the need for any capital expenditure.

At Holton le Clay in Lincolnshire, a junior school was built in the 1970s to include a school hall and a playing field. Subsequently the community association provided an annexe to the school hall which included changing facilities. The school council later upgraded the playing field and the facilities were merged into one complex.

Use of it during out-of-school hours is now managed by the community association. "This sort of locally-developed arrangement can transform the sports and recreation programmes of the urban and rural communities," Mr Macfarlane said.

He pointed out that the School Council had allocated £500,000 a year to provide capital and revenue support for new dual use schools. He would say that 50-55 per cent of the authorities are doing a good job, but that still leaves a lot of public sports facilities lying empty in the when they could be used by the community.

A copy of the final draft of the report has been obtained by the TES. The report itself is due out in the spring.

At primary level, it says, religious education should be concerned with laying the foundations to enable children to develop attitudes towards all faiths based on "appreciation, interest and respect".

The report suggests that schools should nominate a teacher to co-ordinate work on broadening the RE syllabus to cover the various faiths found in Britain today.

The chosen teacher could then:

- Collect up-to-date information about resources, report back from meetings;
- Collect relevant materials for the library;
- Help colleagues plan projects; and
- Liaise with other schools including those of other faiths, to ensure that pupils eventually move.

Support for head at centre of row over political action

by Adriana Candrey

A primary education expert has defended the controversial teaching methods and activities of the London primary school which has been at the centre of a debate about political education for infants and juniors.

Mr Alistair Ross, now senior lecturer in primary education at North London Polytechnic, disclosed that when he was advisory teacher in social studies and history for the Inner London Education Authority five years ago, he selected social studies work produced by pupils at William Patten Infants School, Stoke Newington, for inclusion in an authority booklet on good teaching practice.

Mr Ross said it was necessary to point out that the school, which has recently come under fire from many quarters, had in the past been held up as a model by the LEA. He did not want Ms Sandra Shmidt, the headteacher, "to feel she was swimming against the tide".

Mr Ross chose a drawing by one pupil showing schoolchildren on an anti-National Front rally in Hackney, and a written account of the event by another. That said: "We went to the march. It was good".

Mr Ross considers it ironic that staff at the same school should recently have been reprimanded by the authority for their participation in political demonstrations in school time, and says that they should have been warned not to teach social studies in a way which is one-sided, or over the heads of infants.

The teachers would have been referred to the section of the booklet, *Social Studies in the Primary School*, which advocates teaching the subject with balance. This comes a few pages after the picture and text from their own school, although it is not named.

Mr Ross, who used to be a primary

teacher in Hackney, and has since led in-service training courses in political education for primary teachers, believes that political topics are appropriate for infants and juniors.

"Children have social and political experiences from a very early age and naturally want to explore those issues. It would seem natural that one of the functions of a school is to help them in this", he said.

"Much research has shown that the opinions of parents are far more influential in forming children's political orientation than anything the school does".

He defined the school's role as "helping them to discuss different ideas and opinions. A teacher isn't necessarily neutral in this".

Educationists are split on the way in which social studies should be taught to primary children.

Mr Norman Thomas, the former chief inspector of primary education, was recently quoted in *The TES* as saying that small children should not be involved in political demonstrations which they are too young to make choices about, but that it is right to involve them in immediate social issues, such as the plight of other less fortunate children.

The LEA makes it clear that political issues should not be put across in a partisan way. It says that topics should be related to children's direct experience, and not to matters outside it.

An ILEA spokesman said it was not inconsistent that the authority had included a picture of schoolchildren on a demonstration in its booklet, and later reprimanded staff at the same school for taking part in other political demonstrations. He said they had been disciplined only for taking the action in school time.

Twice-jailed head posed as nun to flee El Salvador crackdown

by Richard Garner

A primary school head told this week how she had dressed up as a nun to flee from El Salvador after twice being imprisoned for belonging to a teachers' union.

Vilmo Soto Campos is in Britain visiting branches and leaders of the National Union of Teachers to raise funds for the families of teachers who have either disappeared or been assassinated in El Salvador and to purchase vital equipment for the country's schools. Today she will be meeting the NUT's international committee.

Ms Soto Campos, who is now the Paris-based European representative of ANDES, the El Salvador teachers' union, had two jobs in El Salvador – she was head of a primary school for the sons and daughters of street vendors and she worked in a Roman Catholic school in the country's capital, San Salvador.

After twice being jailed the Catholic school arranged to fly her to Mexico where she was to stay in a convent. She said: "In El Salvador, a lot of the nuns who have left the convent also left behind their robes. So the headmistress and I left the school dressed as



Vilmo Soto Campos... fund-raising visit to Britain.

nuns which gave us a safe passage".

Ms Soto Campos, who has been a member of ANDES since it was formed in 1965, says the union estimates 68 teachers have disappeared – some of them missing for more than 10 years – and 327 have been assassinated. Many have been gunned down in front of their

classes.

The most recent assassination took place earlier this month when a male teacher disappeared and his mutilated body was found three days later.

Over the past three years, the NUT has raised between \$4,500 and \$7,000 a year for El Salvador.

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Primary Index

Rising fees – too much, too soon? Extra: School visits

NEWS

Newham called to account for no closures

by Mike Durham

Newham education authority has been given two months to account for its secondary schools' rolls, following an auditor's critical report on its "no school closures" policy.

Last week, as reported in *The TES*, the district auditor claimed that falling rolls had caused "an urgent need" for the borough to adopt a closure policy. It has so far failed to agree on a plan.

The Department of Education and Science has called for a report on school rolls. If the report is not satisfactory, it says, i.e.a. leaders may be invited to discuss it with the Education Secretary.

Meanwhile, the row continued over Mr James Pailing, Newham's director of education. Mr Pailing, who has rejected an offer of £25,000 to resign, was this week still determined to remain in his job. The DES's demand for an inquiry was a further point in his favour.

One dispute between Mr Pailing and left-wing councillors has been the i.e.a.'s refusal to adopt a plan to take secondary school places out of use.

But this week Mr Pailing's critics were pointing to a report on overcrowding in primary schools in two parts of the borough, to be discussed at the education committee meeting on Tuesday.

The report forecasts a shortage of primary places in central Newham and East Ham, both areas with a high proportion of Asian families. The education committee was expected to call for a new statistical review of

school places, in time for the new year in September.

Mrs Wendy Mallard, a Labour education committee member, said the paper showed that the auditor's report on secondary schools was irrelevant and out of date, and that Mr Pailing had "got his head in the sand".

"We have only just got Mr Pailing to admit that there is a problem in the primary schools. We have not got enough room at East Ham or central Newham to take all our legal five, let alone rising five. It is very bad planning."

At the same time, left-wing councillors are adamant that disagreement over school closures is not the only reason that Mr Pailing has been asked to step down.

Mr Pailing has been accused of failing to show an HM Inspectorate report on the borough's careers service to education committee members. The report, written several years ago, made a number of recommendations for improvement.

Councillors claim the report was only later brought to light. Mrs Mallard said: "The HMIs' recommendations had never been brought to the education committee for action."

"You could have forgiven Mr Pailing for thinking that the HMI report was a different matter. He could have started to implement some improvements."

Mr Pailing was unavailable for comment.

Adriana Caudrey on i.e.a.s' demand to expose a secret order

Crackdown on Freemasonry condemned as 'a witch-hunt'

Members of the National Association of Head Teachers have been told to defy measures being introduced by some local authorities to force staff to disclose whether they are Freemasons.

Mr David Hart, general secretary, has given this advice officially in the union's newsletter. He says: "... we should oppose any attempt to require disclosure, as well as any attempt to single out Freemasonry for voluntary disclosure, because I believe that this creates a dangerous precedent."

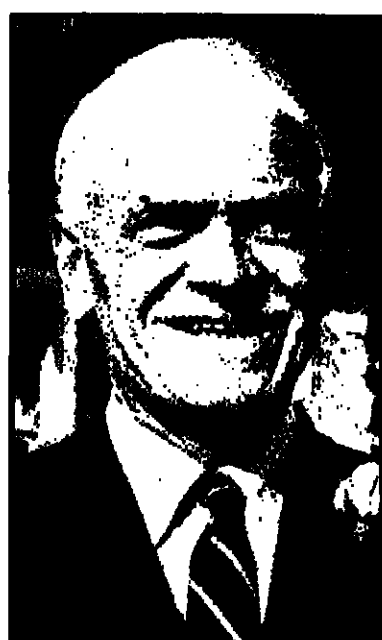
Mr Hart has told branch secretaries in the areas which are adopting such policies not to cooperate. Last year, when Leeds City Council became the first to ask all employees, including 6,500 teachers, to reveal whether they belonged to the society, Mr Hart personally condemned the move.

He warns: "... employees, who are members of a particular body, might be very reluctant to disclose membership if they felt that their employer was so prejudiced against that body that their own promotion prospects might be doomed by disclosure."

Meanwhile, Sir James Cobban, the former head of Abingdon School, this week condemned the current crackdown on Freemasonry within education as "a witch-hunt".

Sir James, a senior Mason, defended the right of schoolmasters to belong to the fraternity. He said that recent moves within local authorities to persuade education officers and teachers to reveal their membership on a register, represented: "a gross interference with the liberty of the individual."

Last week the general synod of the Church of England decided to launch an investigation into the compatibility of Freemasonry with Christianity. During the meeting, Sir James,



Sir James Cobban: interference

a member of the synod, protested that "any form of witch-hunt would be alien to the Church of England".

Afterwards he told *The TES*: "Although I opposed the motion, they have every right to ask this general question: 'Is Freemasonry compatible with Christianity?' It is very different from a local authority asking an individual: 'Are you a Mason?'"

The synod's move follows attempts by the police, local government, and the legal world, to force Freemasons into the open.

Teachers' union leaders have

advised their members in authorisation including Leeds and Tamworth, who are trying to identify Freemasons, not to cooperate. In the most dramatic recent action, Mr Colin Grantham, the Tory opposition leader on Tamworth Council, was forced off the education committee because he refused to disclose whether he was a Mason, as *The TES* reported last month.

Sir James has decried any public investigation into the craft or its members. "A Mason who is Christian, a schoolmaster, a road sweeper, or whatever you like, is capable of making up his own mind on the matter," he emphasized that members were encouraged to be "good citizens", and that the fraternity had nothing to fear from any investigation.

"Being a Mason enables a schoolmaster to keep in touch on a purely friendly basis with many old boys of his own and other schools." But he added that this did not imply a network where members pulled strings for each other.

Sir James, who has spoken on the role of the Church in bringing together independent and state schools, also stressed that Freemasonry was not a religion, but a "graceful adjunct to a religion".

After 23 years as head of Abingdon, Sir James became deputy chairman of the Governing Bodies Association. He has also been chairman of the former Direct Grant Schools Joint Committee, and a magistrate.

Sir James pointed out that he was neither a spokesman for the teaching profession, nor for the Freemasons, but stated that his membership had never influenced his judgements, nor those of his colleagues. He is now 75 years old and has been a Mason for 51 years.

Cricket safe for staff-pupil games says legal expert

by Richard Garner

Staff versus pupils cricket matches may continue despite a court ruling following an injury in a school rugby match, according to a legal expert for a teacher union.

Mr Philip Lott, the solicitor for the Assistant Masters' and Mistresses' Association, had warned in the union's magazine, *Report*, that staff versus pupils matches should be closely re-examined or abolished altogether after a court awarded damages of £26,000 to a pupil who had been tackled by a teacher during a rugby match.

In the latest issue of the magazine, he repeats his advice for rugby, but says of cricket: "On the basis of the most recent figures, cricket emerged as considerably safer than several body-contact sports, accounting for one

death as against five each for rugby and soccer." The figures are for 1982.

He adds: "It is a somewhat cooler-headed sport and I do not believe it is necessary specifically to extend the strictures proposed on body-contact sports (ie that staff versus pupils matches are 'gravely unwise' unless there is a deliberate and unmistakable balance of size, weight, strength and ability in the teams) to cricket matches."

"Nevertheless, participation by teachers, especially when bowling, must always be geared to the age and ability of the boy (or girl) at the wicket. Any teacher who injured a pupil with a deliberate 'bounce' calculated to intimidate could potentially find himself fielding an action for negligence."

PTAs dominated by teachers, head claims

Parent-teacher associations are not effective in putting forward the views of parents on schools, according to a London headteacher.

Mr Michael Marland, head of North Westminster Community School, outlined a 20-point programme for schools which would strengthen links with parents, speaking last week at the University of Southampton faculty of educational studies.

Mr Marland, an honorary professor of education at Warwick University, argued that teachers tend to dominate parent-teacher associations, and even where they did not, "compromise statements of views are less valuable in consultation than a clear parental expression of opinion". Schools should encourage parents' associations to

build a direct link between schools and parents.

"Schools need more political and community support to strengthen their power. They won't get it if they try to do it alone. Parents not only deserve power, but the schools need them to have that power for the strength it gives the school," he said.

His detailed plan for involving teachers included: good informative school brochures; demonstration lessons; education courses for parents; provision of opportunities for visits before school allocation decisions are made; and opportunities for parents to help children learn.

"Schools still do too little for parents; nor do they listen to parents enough," he said.

Re-think urged for special needs

by Susannah Kirkman

Sir Keith Joseph is being urged to reconsider his rejection of proposals for a national advisory committee to safeguard the interests of children with special educational needs.

"The committee is a central concept in the Warnock report and we hope Sir Keith will review the situation in 1986," said Ms Philippa Russell, senior officer of the Voluntary Council for Handicapped Children. "We need a central agency to bring change and develop good practice particularly in view of scarce resources."

A report from the council had suggested that the committee should monitor the implementation of the 1981 Act, promote research and development and offer advice to ministers.

But the Education Secretary claims that an additional agency would "run the risk of confusing lines of responsibility".

In a letter to Ms Russell, Sir Keith says that the responsibility for implementing the 1981 Act rests with Government departments, with ministers and with HM Inspectorate.

The Government has also commissioned a research project from the University of London Institute of Education on developments since the 1981 Act. This is due out in 1986. The DES has allocated more than £800,000 for research into children with special needs - which the Education Secretary considers adequate.

Sex classes 'not romantic enough'

There should be less talk about sex and more about romance in school sex education classes, teachers were told this week.

Professor Brian Thwaites, former principal of Westfield College, London University, and now chairman of the Wessex Area Health Authority, said pupils would be better prepared for life, love and marriage if they had fewer biology lessons and learned more about the poetry of love.

"Twenty-five years of concentration on the purely functional aspects of human sexuality has resulted in successive generations of children going to birth control clinics - and to VD clinics, abortion clinics, and worst of all, to clinics where they are told they are on their way to dying of cancer. 'Doctors say cancer of the cervix, once an old woman's disease, is reaching epidemic proportions in younger women because of earlier intercourse. The rate of abortion for girls aged 14 and 15 has doubled in a decade.'"

Professor Thwaites was speaking at a showing of a sex education video "Let's Talk About Love". Its makers, the Responsible Society Research and Education Trust, say it contrasts a "good" girl, resisting - with difficulty - "modern pressures with a 'good time' girl who ends up having an abortion."

"Let's Talk About Love", price £24.95 or £5 for seven days hire - Responsible Society Research and Education Trust, Wicken, Milton Keynes.

Union alert on chips choice

Children should be enticed away from a lunchtime diet of hamburgers and chips, according to a teachers' union.

The Assistant Masters' and Mistresses' Association believes schools should focus more on health education and home economics.

Pupils have opted for less nutritious meals since the removal of the obligation on local authorities to provide school dinners, AMMA says in its monthly magazine *Report*.

The problems have arisen in i.e.a.s which have scrapped their school meals service and introduced cafeteria style lunches. And pupils eating there are choosing things like hamburgers and chips.

AMMA adds: "But if through financial pressure and consumer choice, the school burger is here to stay, is it



The cafeteria system allows children to opt for less nutritious meals.

enough to give consumers what they want, if what they want turns out to be an investment in national ill-health?" An example is given of a Cleveland school: "Despite the fact that a wider variety of food is on sale, all the previously popular main meals, ie meat pie, chicken pie or curry, fried fish, breaded steak, are now out of their (the children's) price range because they have on buying chips at 18p rather than creamed potatoes at 8p."

AMMA concludes: "An investment of money, staff and status in the school meals service, combined with a drive to put nutrition education on the curriculum map, might increase the education budget. "But the evidence is growing that the result would be a healthier nation, both in childhood and adult life, and less demand on the health service to treat and cure conditions which were so easily avoidable in the first place."

Bill debate too short says ILEA

The Government has been accused of treating the future of education in inner London in a derisive fashion.

Ms Ruth Gee, ILEA's deputy leader, appealed to the Government to drop its plans to subject the inner city's education service to stringent central controls.

She said: "The guillotine of the Local Government Bill in the Commons stopped any real debate about the disastrous effects it would have on ILEA."

"Only five hours have been set aside during the committee stage of the Bill to debate the future of education in the capital city. This is a derisive treatment of the city's biggest single public service and shows the Government's total disregard for almost one million inner Londoners who use our schools, clubs and colleges."

"The Conservatives claim that the Local Government Bill will establish a directly-elected ILEA. This is only a half-truth. Not only does the Bill establish such an authority but it also provides for its break-up without any further legislation. In addition, the new ILEA will be rate-capped for three years and will face governmental veto of all its policies."

Posts left unfilled to justify closures - SDP

by Adriana Caudrey

The Ealing branch of the SDP has accused its local education authority of deliberately leaving senior teaching posts unfilled, in order to save money, and justify closing and amalgamating schools.

The allegations have been rebutted by Mr Michael Herman, deputy chief education officer of the Conservative-controlled West London borough. He maintained that "vigorous efforts" had been made to fill the posts.

Mr Herman said that recruitment problems had prompted the authority to turn to the London Borough Association for guidance, and that it did not appear that Ealing's situation was unique.

Mr Alan Whelan, education spokesman for the local SDP branch, has alleged that the borough is putting off potential applicants by the wording of its advertisements.

Recent notices advertising headships and deputy headships at middle schools have alerted candidates to the fact that the schools are likely to be re-categorized because of falling rolls.

Mr Whelan said that this warned prospective applicants that they would be likely to suffer a salary cut if they took the post, and he suggested this was a deliberate ploy to keep the posts vacant.

Mr Herman pointed out, however, that the authority had a duty to warn teachers of the possible salary drop. He added that last week one of the advertised posts had been filled.

The SDP said there were eight unfilled senior teaching posts in the borough at the last count. The authority was unable to provide an exact figure.

University demand levels out

Applications for University places in October are about the same as the number last year, according to the Universities Central Council on Admissions.

The total of applications on December 15 - the normal closing date - was 161,391, which was 0.4 per cent above

the 1983 figure of 160,785.

Applications from home-based students were 148,175 against 148,145. Overseas applications were up 4.6 per cent at 13,216 (12,640 last year). Medicine (9,400), Law (9,400), and English (6,200) are the most popular subjects.

A CALL FROM AMMA FOR RESUMED TALKS

Nearly two weeks ago, salary negotiations between teachers and their employers were adjourned without progress or any date for resumption. The result has been profound disappointment for all teachers, a withdrawal of goodwill by many, and the real possibility of strikes in the weeks ahead.

The Assistant Masters and Mistresses Association, with over 95,000 members in more than 10,000 schools, believes that the deadlock can be broken by a positive demonstration of good faith on the employers' part. The need for that initiative is urgent.

AMMA THEREFORE CALLS UPON THE ASSOCIATION OF COUNTY COUNCILS THE ASSOCIATION OF METROPOLITAN AUTHORITIES AND THE WELSH JOINT EDUCATION COMMITTEE to join it and other teachers' unions in setting up working groups similar to those established by the Salary Structure Working Party within the BURNHAM PRIMARY AND SECONDARY COMMITTEE and the COUNCIL OF LOCAL EDUCATION AUTHORITIES/SCHOOLTEACHERS COMMITTEE to examine, respectively, proposals for salary re-structuring and the conditions of service for teachers.

The local education authorities have the key to ending a damaging and avoidable dispute. They can restore the goodwill of teachers and harmony in our schools by using it.

This statement is issued by the Association's Executive Committee.



The Assistant Masters and Mistresses Association
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Dismissal case goes to Europe

by Geraldine Hackett

A Northamptonshire teacher sacked nine years ago after alleging teachers doctored coursework for a CSE exam is taking his case to the European Court of Human Rights.

Mr Raymond Gray, former head of English at Denham School, lost his final battle with the English courts in the Court of Appeal last week and he will ask the European court to order the English courts to hear his case that the CSE exams at the schools had been conducted improperly.

In the nine years he has been unemployed, Mr Gray has waged two battles - to establish that he was wrongfully dismissed by Northamptonshire County Council and to get an inquiry into the conduct of the English CSE exams at the school in 1974.

On Wednesday, Lord Justice Oliver rejected Mr Gray's appeal against an earlier refusal to grant him leave to bring a writ alleging unlawful dismissal by Northamptonshire.

The hearing was the last in a long series of cases that Mr Gray has lost

since his sacking in 1975.

●He lost his claim for unfair dismissal at an industrial tribunal.

●He lost his appeal against that in the Employment Appeal Court.

●The Department of Education and Science has turned down his plea for an inquiry into the conduct of the CSE exams.

●He lost his plea in the High Court for an inquiry into the conduct of the examinations.

●He lost his High Court appeal for his case of wrongful dismissal to be heard.

Giving judgement, Lord Justice Oliver said he had the greatest sympathy with Mr Gray, who clearly felt a deep sense of grievance, but he could not find fault with the reasons given in an earlier hearing for striking the case from the court list. He awarded costs to Northamptonshire County Council.

After the hearing, Mr Gray said: "I will fight on. At no stage has Northamptonshire County Council had to answer my case against them."

Mr Peter Dixon, his solicitor, said the European court would be asked to rule on the issue of the conduct of the

exams. The English courts had ruled they could not investigate the conduct of the examinations.

Mr Harry Sales, Mr Gray's counsel, told the court on Wednesday that pupils from the school have verified Mr Gray's allegations that they were allowed to alter essays written for marking as part of the CSE English exam.

"This is the first time pupils have come forward to say Mr Gray was correct," he said.

Mr Gray has not worked since his sacking in 1975 and the costs of his case come from the legal aid fund.

●Mr Kantimay Kumar, who was sacked four years ago from his job as an unattached teacher in the London borough of Newham, has won another round in a lengthy legal fight.

In the Queen's Bench Division of the High Court last Friday, Mr Justice Hodgson granted him leave to apply for a judicial review of Newham's decision to dismiss him.

Mr Kumar, who had worked for Newham since 1977, was sacked in 1981 on the grounds that the Depart-

ment of Education had failed him on his probationary period.

In 1982 Mr Kumar was granted leave for a judicial review of the DES decision and won his case. The judge found that it was contrary to the rules of natural justice for him not to have been told the gist of HMI reports on him, or to have been allowed to comment on them.

That decision made history: all probationers now have the right to be told the basis of any criticisms by HMI and to reply to them before any final decision is taken about their suitability to teach.

Mr Kumar was teaching at Rokely boys' secondary school at the time of his dismissal. He is demanding back pay from the time he failed his probation, and reinstatement or damages.

He has been granted legal aid and in the latest round was, unusually, given a QC to argue his case.

He is a member of the National Union of Teachers and founder of the Asian Teachers Forum, which specialises in helping teachers who face disciplinary proceedings or dismissal.



Dr Roger Scruton

Complaint upheld against Daily Mail

A complaint that a Daily Mail article on a level philosophy was misleading and distorted has been upheld by the Press Council.

The council said the author of the article, Dr Roger Scruton, was not to be criticised, but the way the article was presented was misleading.

The complaint was made by the Watling of Petersham, Surrey, chairman of the Associated Employers' Board working party which drew up a level examination in philosophy.

Other working party members associated themselves with a complaint that the article implied that the level examination was a political exercise, reflecting upon their integrity by implying that political considerations gave rise to the introduction of the philosophy.

The article by Dr Scruton, main philosophy at Birbeck College, London, was prominently decorated with hammer and sickle emblems.

In it, he argued that to teach philosophy was to teach a political philosophy, and that the level examination was a political exercise, reflecting upon their integrity by implying that political considerations gave rise to the introduction of the philosophy.

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MSC plan challenges key Government training view

Signs that the Manpower Services Commission is trying to recover some of its former autonomy are contained in its latest corporate plan which openly challenges one of the Government's most important training policy decisions.

The Commission's independent voice as the national authority on manpower matters was virtually silenced under the chairmanship of Mr David Young, now Lord Young. The draft corporate plan, which has been sent to ministers, is the first major policy document from the Commission since he left to join his political intimates in the Cabinet.

Its challenge is directed towards the Government's approach to the funding of training and, in particular, its determination to push ahead with an experimental scheme of training loans. The issue is seen both by the commissioners - representing the two sides of industry and the education service - and by ministers as fundamental to the training system and its economic and social effects.

Almost two years ago, the commissioners - under considerable pressure from the Employment Secretary and their own officials - assented to proposals for a new adult training strategy but balked at the Government's view that it should be partly funded by the people undergoing training.

The trade union representatives objected strongly to the possibility that trainees might be offered loans so that they could pay for their own training. They agreed to let the suggestion go forward only on condition that it should be examined within a comprehensive review of all aspects of training funding, which might consider, for instance, the practicability of a training loan on employers.

At the beginning of last year the

Government issued a White Paper on training which announced that it was going ahead with the examination of the training loans idea - but not any wider study of funding. "We have already set out our conclusions on the funding of education and training generally," it stated, implying that the White Paper itself met the need for the review proposed by the Commission.

The draft corporate plan now says that there are "widely held presumptions" that while pre-vocational education in schools is the responsibility of

Government, the industry should make a substantial contribution to adult training and employers and Government should jointly contribute to youth training. These presumptions, says the Commission, need to be explored further - particularly in the contribution to be made by individuals.

It goes on to say: "For this reason the Commission holds the view that there should be a general study of funding and that the Government's proposals for adult training should be part of that study. The Commission considers that the Government's proposed pilot loan scheme could be conducted simultaneously with such a study."

The plan hammers home its point by repeating the terms on which the assent of the commissioners was obtained to the original adult training document: "TUC commissioners and the commissioner representing professional education interests (Mr Wilson Longden) are opposed to any pilot scheme or consideration of training loans in advance of initiating the general study."

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Coincidentally, the Association of County Councils education committee this week considered the comments which have been made by its officers in response to the consultative proposals for the training loans scheme issued by the Department of Employment.

The officers - presumably with an eye to the predictions of their predominantly Tory authorities - assure the department that their comments should not be treated as a resistance to the proposal but, in practice, raise many of the objections likely to be advanced by an all-out opponent of the scheme.

They say the proposals do not give sufficient thought to the need to training to ability and job availability; that banks examining a training loan application are asked to apply sound commercial judgement but offered no criteria; and that while it is claimed that the scheme will encourage relevant courses it offers no suggestion as to what constitutes a relevant course.

And they make a criticism which hits at the heart of the concept: the consultative paper stresses that employers should provide training when it is a question of making their workers more effective in their jobs, so that loans would be appropriate only when employees wanted to prepare to go after another job or promotion, or for people who were unemployed.

Banks would be unlikely to lend money to either of these categories because there would be no guarantee that they would be able to get a job which would enable them to repay the money. The banks could therefore be expected to give preference to those who remained in employment with a regular income and they were the sort of people most likely to be able to borrow without the need for a special scheme.

At the beginning of last year the

YOP accident report will be used to back YTS secrecy

Trainees' college horseplay poses serious safety problem

Horseplay by trainees attending off-the-job courses in colleges is highlighted as a serious safety problem in an independent report about to be published by the Manpower Services Commission.

It says that 1 in 10 of the accidents which occurred during the Youth Opportunities Programme were in educational establishments.

The report, prepared by Aston University, analysed a sample of 1,700 accidents during a six months period in the last year of the scheme, and is being taken by the Commission's officials as a valid picture of what is likely to be happening now in the Youth Training Scheme.

Most of the accidents to trainees at work were minor and judged to be due

to such things as a lack of skill, poor work methods, and failure to use protective equipment.

But, referring to the 10 per cent of accidents which occurred during off-the-job training, it says: "A consistent pattern emerged of control-of-behaviour problems in educational establishments. The behaviour included fighting, horseplay, and other improper actions, and mainly involved male trainees."

The study found that accidents were far more frequent among trainees in the north and in Wales than elsewhere, but is unable to explain why.

Its general finding is that the accident rate among trainees, after allowing for the fact that road accidents and injuries during off-the-job training are

included in the MSC figures, is not demonstrably higher than that for ordinary employees.

It appears that the MSC intends to use the report to justify withholding full information on Youth Training Scheme accidents from representative bodies like the area manpower boards and from MPs.

Detailed new instructions to local managers say that, as a general rule, all information about accidents is confidential. Details of schemes, placements, programmes, or projects where they occur must not be given to anyone other than the MSC's own officials, apart from statutory enforcement bodies.

Area boards may be given the quarterly accident statistics for the country as a whole, and, if they demand it, for their own area. But area managers are instructed to tell a board which wants to compare its accident rate with that in other areas that they do not have the figures, "because comparisons between areas are misleading".

MSC staff are also forbidden to give their boards the figures on a monthly basis, or to break them down by local authority area, travel zones, or parliamentary constituencies. Staff may not attempt to make comparisons with health and safety statistics for industrial accidents, or calculate the accident rates for trainees.

The instructions do permit managers to break the general rule of silence about individual accidents by giving broad information about particular fatalities or major accidents, or cases where a "provider" or "recipient" may lead to a "closed" accident record may only be revealed to boards if their members already know the details from the press or through personal contacts.

Jackie Fitzlamons

where she later died.

One possibility police have been investigating is that Jackie's apron caught fire from a cooker in the classroom and she considered unnoticed until it flared up in the corridor.

A senior member of the college staff said this week: "We do not know how the accident occurred, and we are anxious that the facts should be established in case there are any lessons to be learned. Everyone, staff and students, are very distressed."

An inquest on Jackie opened and adjourned last week.

Careers Diary



by Brian Heap

Each year increasing numbers of sixth-formers and college students apply for sponsorship by companies. Those who are successful get the financial advantages of a supplement to their student grant, paid employment during the summer vacation or during periods of placement, and a job at the end of it.

A sponsorship, however, is only one way to financial security because various industrial bodies as well as universities and some polytechnics also make awards available to first-year students.

This year, the National Engineering Scholarships will again be on offer, some 300 awards being made worth £200 a year to students beginning first year degree courses in engineering. Last year 22 per cent of these awards went to girls.

The closing date for applications is next Thursday, interviews and final decisions being made in September or October. Full details are available from the Engineering Council, Can-

berra House, Maltravers Street, London WC2R 3ER.

Universities making awards include Leeds (for overseas students), Manchester (in most subjects, for students who have achieved very high A level scores) and Salford who award Horlock Scholarships for women.

Other universities and polytechnics making awards in various subjects are: Accountancy (UWIST); Architecture (UWIST); Banking and Finance (City University and UWIST); Biochemistry (London Imperial College); Biology (York for overseas students); Building (Salford-Horlock awards); Business Studies (City University, UWIST, Teesside Polytechnic); Celtic Studies (Aberystwyth); Chemistry (Aberystwyth, London Imperial College, UWIST, York); Applied Chemistry (UWIST); Classical Studies (Aberystwyth); Computer Science (Durham); Ecology (York); Economic and Social Studies (East Anglia); Economics (UWIST); Education (Lincoln-Bishop Grosseteste College); Engineering (Salford-Horlock awards); Building Engineering (UWIST); Chemical Engineering (Leeds); Civil Engineering (London Imperial College, Nottingham); Electrical/Electronic Engineering (Aston, Leeds, London Imperial College, UWIST); Fuel and Energy Engineering (Leeds); Mechanical Engineering (Birmingham, London-King's-KQC, Newcastle, UWIST); Mining Engineering (All universities will advise on the schemes available); Production Engineering (UWIST); English (Lampeter); Flory Science (British Council funding for overseas students); Geography (Aberystwyth); Greek (Aberystwyth); History (East Anglia - overseas students); Law (London School of Economics, UWIST); Materials Science/Metallurgy (Birmingham, Surrey); Mathematics (Surrey, UWIST); Music (Bristol, Birmingham Polytechnic, Durham, East Anglia, London-Royal College and Royal Academy of Music, London-Royal Holloway and Bedford Colleges); Ophthalmic Optics (Oxford); Pharmacy (Brighton Polytechnic, UWIST); Physics (Birmingham); Polymer Science (UWIST); Quinary Surveying (Salford-Horlock awards); Religious Studies/Theology (Durham, London Bible College); Statistics (UWIST); Zoology (Aberystwyth).

Leaver recruitment may need law

Legal compulsion is probably the only way to get employers to recruit and train schoolleavers on a large enough scale, a leading industrialist said this week. Dr Stanley Crooks,

who heads Pirelli's worldwide cable manufacturing, told an audience at Eastleigh College that restoring leaver recruitment was vital to an effective training system.

The Children's Society.

How your pupils' handwriting could win...

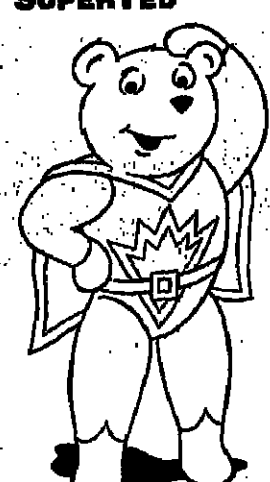
A COMPUTER for your school or group. The Children's Society 1985 handwriting competition.

TWO CATEGORIES:
a) FOR 5-8 YEAR OLDS
b) 9-13 YEAR OLDS

PRIZES:
For the winning schools or groups the first prize consists of a Spectator 800 Model II School Computer or a higher specification model if the school or group can afford to pay for the computer. The winning pupils will receive a £200 cash prize. Second Prize: Both Age Groups. The schools or groups will receive a Spectator Spectrum 486 Computer or a C120 monitor to go with the computer. The pupils will receive a second prize of £200 each. Third Prize: Both Age Groups. For achieving third prize the schools or groups will be given £200 to spend on the pupils £200. Prizes will be given to the schools or groups who produce the best handwriting. The winning pupils will receive a SuperTed or a selection of SuperTed games and books (dependent on age).

Closing by March 20th 1985

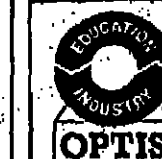
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Please send me (no.) of Entry Forms for the Children's Society & Super Ted 1985 handwriting competition

Name _____ send to: Marion Brown
Address _____ Education Dept
The Children's Society,
Old Town Hall,
Kennington Road,
London S.E.11
or phone 01-735 2441



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FIRST PRIZE OF £500

THE TIMES
Educational Supplement

Engineering Essay Competition 1985

A great deal has been said about the need for more or better-trained engineers and the shortcomings of schools and school leavers. Now here is your chance to put industry straight on a few things.

WHAT YOU HAVE TO DO:

Pupils in schools and colleges (11 to 19)

Write not more than 750 words on:
"What has engineering ever done for me?"

Trainee and serving teachers and careers officers

Write not more than 750 words on:

"What can industry do to improve the image of engineering as a career for young men and women?"

PRIZES

There will be three categories for prizes:

1. Pupils in schools aged between 11 and 14 years on August 30 1985
2. Pupils in schools and colleges aged between 15 and 19 on August 30 1985
3. Teachers in schools and colleges of FE, careers officers and trainee teachers and careers officers.

First Prize in each category will be £500 to the winner plus

£500 to the school of each winning student

Two runners up in each category will receive £200 and there will be three further prizes of £50 in each group

All winners will receive a copy of the comprehensive edition of The Times Atlas of the World

If a first prize goes to a teacher or careers officer undergoing full time training, a prize of £200 will be awarded to the training establishment.

The Rules:

1. The last date for entries is March 31 1985
2. Entries should be sent to:
The TES Engineering Essay Competition
ECIS PO Box 176
54 Clarendon Road, Watford, Herts WD1 1LH
3. Every entry should be headed by the entrant's full name and address. Pupils should also give their date of birth. Entries from schools and colleges should give the name and address of the school or college. Careers officers should give their present employer and position.
4. All entries become the copyright of the organisers of the competition, Times Newspapers Ltd and the Engineering Careers Information Service who may reproduce any entry in whole or in part.
5. Receipt of entries will not be acknowledged.
6. No correspondence can be entered into.
7. The decision of the judges is final.
8. Entries exceeding 750 words will be disqualified.

The Judges

Sir Austin Pearce, Chairman British Aerospace
Sir Richard O'Brien, Chairman, Engineering Industry Training Board
Terry Duffy, President, Amalgamated Union of Engineering Workers
Dr James McFarlane, Director General, Engineering Employers' Federation
Dr Elizabeth Laverick, Deputy Secretary, Institution of Electrical Engineers
Mrs Anne Jones, Head Teacher, Cranford Community School
William G Friggett, Director designate, Engineering Industry Training Board
Stuart MacLure, Editor, The Times Educational Supplement
Bob Doe, Features editor, The Times Educational Supplement

The Engineering Careers Information Service was set up in 1976 to provide information about careers in the engineering manufacturing industry. It is sponsored by the Engineering Industry Training Board, the Engineering Employers' Federation and the Confederation of Shipbuilding and Engineering Unions. ECIS produces literature and aids for young people and those who advise them on career choice and provides teachers and careers officers with opportunities to gain experience in industry.

OVERSEAS

Minister resigns after fatal gas blast



Jose Augusto Seabra

The Portuguese Minister of Education, Jose Augusto Seabra, has resigned for "political reasons" at the same time as 10 schools have been closed because of unsafe conditions.

The schools were closed because of pressure from teachers, parents and students following a gas explosion in a high school in the town of Cartaxo on January 26 which killed two students and badly burned 12 others and a teacher.

The explosion is believed to have been caused by gas escaping from a pipe from which the safety valve had been removed. A preliminary investigation indicated that there may have

PORTUGAL

been a grave lack of safety precautions.

Forced inspections of many of the country's other schools have uncovered dangerous gas and electrical installations, unfit drinking water, leaky roofs through which rain pours, and other safety hazards.

The Minister, a Social Democrat, did not indicate whether his resignation was connected with the closure of the schools - which has left several thousand students without classes. However, he has been a be-

leaguered figure beset with problems since he took on the post 19 months ago. The country's budget provides little money for education. And a recent attempt to raise prices in university canteens to offset the lack of funds led to a general students' strike which forced him to back down.

The Ministry of Education has also bowed to protests from Felicitas School, Lisbon, where two teachers and a student have been run over and killed in separate accidents. It has agreed that the school should remain closed until a pedestrian overpass can be completed.

Long-term jobless to get new training offer

DENMARK

Christopher Follett on a controversial scheme that will give the unemployed a greater financial incentive to find work.

Faced with unsatisfactory results from his previous youth job creation scheme, the Danish Government has revised its strategy to counter long-term unemployment.

From next year, long-term jobless will be able to return to school or training college for up to 18 months to learn a new skill while receiving unemployment benefits, alternatively they will be given the chance of setting up their own business, with 50 per cent unemployment benefit for three or a half years.

The job training offer is to help those who have been unemployed for four to five years, and the Government estimates that 10,000 will be eligible for the scheme.

The plan has been criticised, however, as it proposes reducing unemployment benefits in two phases to 55 per cent of the normal wage on completion of the extra training. Initially, even this payment would be replaced by considerably lower welfare benefits for those still unemployed.

At present, 270,000 Danes are employed - just under 10 per cent of the workforce - and over a quarter of them are in the 16-25 age group.

While Government funds for its creation programmes in the public sector were generally used up in 1984, results in the private sector have been generally disappointing. Only 6,200 young people found employment in 1984 compared with the 13,000 the Government had been aiming for.

Trying to break the supremacy of English

FRANCE

Mary Follain on moves to alter course in foreign language teaching

A passionate plea for a break in the near monopoly being enjoyed by English in foreign language teaching has been made by M Jean-Pierre Chevènement, the French Education Minister. He gave a warning that European countries faced cultural impoverishment if they allowed themselves to rely on buying Japanese goods and speaking Anglo-American to get by.

He is not, he insists, attacking the true English language but "a linguistic monopoly that makes 'basic English' teaching had begun monitoring progress and would assist him in the formulation of "a genuine linguistic policy".

In 1983 the team's leader Professor Rene-Pierre Girard, of Lyons, prepared a report which, like the Luxembourg EEC ministerial meeting last June, emphasized the importance of two foreign languages.

In theory, French pupils have the choice of a dozen foreign languages but the most widely available are English and German, with Spanish a poor third. Eighty-five per cent of pupils take English as their first language, while only just over 12 per cent choose German. Only English or German may be chosen as a first foreign language.

On paper, the Ministry provided teaching for these "less common languages" wherever demand is sufficient, but in fact their distribution depends on totally different factors. German and Russian are considered difficult and are often used by school heads to sort the wheat from the chaff - a German first language class may be given the best teachers in other subjects.

State schools are also accused of using the more unusual languages to attract the best pupils: French children in the state system normally attend the nearest school in their sector but if that does not offer the language of their choice they may be sent to one with a good academic record and, consequently, parents have learnt to work the system.

Politics also plays an important part. Bilateral agreements between countries can mean, for example, that Portuguese is taught in the Paris suburbs and Arabic in Marseilles in exchange for French in Lisbon or Rabat. France badly needs these bilateral arrangements, said Professor Girard. "In Spain, English has swept French away and it is the only language taught there now. It will soon be the same in Italy. A second language has become an absolute necessity."

The Minister said that a 30-strong team looking at foreign language

the cultural equivalent of the Green Revolution. If nothing was done to protect other languages "we will be left with 'dog English' just as we once had 'dog Latin'", he said.

The remedy, he said, is that while acknowledging the importance of English, pupils must be actively encouraged to take a second foreign language which might even be made compulsory.

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High schools stop sports specialists in their tracks

UNITED STATES

Bill Norris on playing field curbs to boost academic standards

The drive for higher academic standards in America's secondary schools is beginning to hit pupils where it hurts: on the playing field. An increasing number of high schools across the country are now enforcing strict rules barring students who do not do well enough in the classroom from any extra-curricular activity.

It is probably too early to say exactly what effect this will have on achievement levels, but it certainly provided a short sharp shock to those youngsters for whom sport was the only reason to go to school. For example, in the current basketball season whole teams have had to be disbanded because there are not enough players left.

It has also shown, in a more dramatic way than most academic surveys, just how deep the problem is. Although the standards demanded are not high - students have to gain an average C grade in major subjects - the numbers failing to qualify are enormous.

In Prince George's County, just outside Washington DC, more than 39 per cent of pupils in the ninth to twelfth grades, a total of 14,000 have now been barred from school sports. One school, Bladensburg High, had 54.9 per cent of failures, and no school in the county did better than a 70 per cent success rate.

"I was shocked. I didn't think it would be that high", said Angelo Castelli, chairman of the county board of education. "We've sent a signal loud and clear: academics is first."

The idea began in Los Angeles two years ago after Rita Walters, a member of the city school board and a former teacher, read an article in the *Los Angeles Times* about the "empty dreams" of inner-city youngsters. "I was struck how a large number had no sense of what was needed to succeed in life", she said. "They weren't prepared academically and it caught up with them."

Though some contended that the

scheme would be unfair on black and minority students, the leaders of these communities came out in strong support and it went ahead. Two years down the road it is seen as a considerable success, and the percentage of failures has dropped from 20 to 16 per cent.

One of the California schools most affected at the outset was Hollywood



Baseball... one of the high school sports affected

High School. It found itself unable to field a junior varsity baseball team, lost 10 musicians from its band, and 3 of its 10 cheerleaders. The school still has no junior varsity baseball team, but the other squads are back to full strength.

"It's been a blessing. The kids have shaped up to it", said the principal, Mr. Willard Hansen. "Things are flying high."

But the importance of school sport is such that not all authorities have had the courage to stick to the new policy. In Springfield, Massachusetts, the

school committee was so horrified to find that 45 per cent of students taking part in extra-curricular activities at two high schools had been disqualified that it modified the rules.

Students had been required to score at least a C in all major courses, and not to fail any. That has been lowered to a C+ average, and as a result about 150 class presidents, basketball players, cheerleaders and chess players have been reinstated.

The tougher policy in Springfield had been initiated by the local chapter of the National Association for the Advancement of Coloured People. Its president, Ida Flynn, protested at the relaxation: "I see it as a sad day when politics and sports rule over academics," she said. "Students have to be able to survive academically."

Not all educators agree, however, that the new get-tough policy is good for the children. Nancy Kerweil, a research scientist in education at Johns Hopkins University, said: "If they're tightening the standards without providing any means to help the kids, I think it's a Neanderthal policy. She argued that the rule could drive students to take easy courses, increase the dropout rate, and transform schools into havens for the elite.

If schools were going to hold students to a higher standard, they must offer extra help, she said. "If the school is saying that these are lazy kids, whose fault is it that they are not motivated? Are they going to blame the families again? The school has a responsibility."

For the moment her views seem to be in a minority. What evidence there is appears to show that pupils are accepting the new rules and realizing that they will have to work a bit harder if they want to enjoy the other benefits that school can offer. John Murphy, the school superintendent of Prince George's County, though reeling slightly under the impact of the initial results, said the new policy had "gotten the message across to the students."

"I think before we were giving a mixed message to kids", Mr. Murphy said. "You've got to be able to get a job, and you've got to have the mental discipline that comes with studying. Only a few of us are going to play professional basketball."

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school committee was so horrified to find that 45 per cent of students taking part in extra-curricular activities at two high schools had been disqualified that it modified the rules.

Students had been required to score at least a C in all major courses, and not to fail any. That has been lowered to a C+ average, and as a result about 150 class presidents, basketball players, cheerleaders and chess players have been reinstated.

The tougher policy in Springfield had been initiated by the local chapter of the National Association for the Advancement of Coloured People. Its president, Ida Flynn, protested at the relaxation: "I see it as a sad day when politics and sports rule over academics," she said. "Students have to be able to survive academically."

Not all educators agree, however, that the new get-tough policy is good for the children. Nancy Kerweil, a research scientist in education at Johns Hopkins University, said: "If they're tightening the standards without providing any means to help the kids, I think it's a Neanderthal policy. She argued that the rule could drive students to take easy courses, increase the dropout rate, and transform schools into havens for the elite.

If schools were going to hold students to a higher standard, they must offer extra help, she said. "If the school is saying that these are lazy kids, whose fault is it that they are not motivated? Are they going to blame the families again? The school has a responsibility."

For the moment her views seem to be in a minority. What evidence there is appears to show that pupils are accepting the new rules and realizing that they will have to work a bit harder if they want to enjoy the other benefits that school can offer. John Murphy, the school superintendent of Prince George's County, though reeling slightly under the impact of the initial results, said the new policy had "gotten the message across to the students."

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Textbook censors anger historians

SOUTH AFRICA

Schoolbooks are still promoting the myth that whites are superior to blacks. Report by Jean Hay.



□ The Afrikaner has a special relationship with God.
□ The Afrikaner has a God-given task in Africa.
□ The Afrikaner is militarily ingenious and strong.
□ South Africa rightfully belongs to the Afrikaner.

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The effect of these textbooks, in which blacks invariably appear as "useful labour, dishonest bargainers, foolish farmers or homelander citizens" is detrimental to black self-respect, Professor Le Cordeur says. Because of this, he argues that it is even more urgent for blacks than it is for whites that the textbooks be revised.

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Why crammers are big business

JAPAN

John Greenlees on how students compete for university places

The private tuition industry in Japan looks set to become a billion pound annual business.

Cramming schools, or *juku*, now number around 175,000 with a total roll of 5 million pupils.

Approximately 60 per cent of all Japanese pupils attend a *juku* at some time during their school career, paying fees which are rapidly approaching a total of \$1 billion a year.

The development of the *juku* industry into one of Japan's fastest growing businesses is the result of increasing competition for places at top universities.

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Attendance at a *juku* provides extra preparation for entrance exams which determine the futures of many youngsters. Graduation from a top university is the passport to life-long employment in a high-status, high-salaried job with a leading company. With such a reward, many pupils are willing to sacrifice their evenings or weekends to attend the crammer.

Juku also take in students who have failed to enter the university of their choice and therefore need to attend full-time courses to prepare for the next diet of exams.

In addition to helping with coursework, *juku* also provide advice on how to prepare and cope with the difficult exams. The students are also counselled on what courses and universities should be aimed for, and what areas of work should be covered for the entrance exams.

Lots of mock-exam practice is an important part of *juku* courses to teach the knack of passing exams. Computers are used to analyse mock-exam results, highlighting and diagnosing weaknesses in students' work.

For younger pupils, *juku* courses offer lessons, perhaps in small groups of six to eight, which provide the individual attention that is lacking in Japanese state schools where class sizes normally range from 30 to 45 pupils. Youngsters happily attend such lessons either to catch up on work they are falling behind with, or to improve their chances of passing the entrance examination for a top senior high school or university.

Juku range in size from small neighbourhood units with fewer than ten pupils and only one tutor, to large-scale enterprises with branches throughout the country.

At the Yoyogi Seminar in Tokyo, the country's largest *juku*, Yasuaki Take-

mura, the vice-president, said that because more and more students now apply for places at university, an increasing number attend *juku* to improve their chances of entrance.

The expected number of university applications for the next session is 817,000, of which only 630,000 will be successful. Competition is therefore severe and attendance at a *juku* tends to increase the chance of success.

Such is the healthy financial state of the *juku* business, that many larger concerns are now employing advertising agencies to improve their public image and to attract more customers. Some teachers and parents see *juku* as detrimental to children, depriving them of their free-time and interfering with extra-curricular school activities.

Another prominent criticism is that private tuition is unfair to the children of poorer parents, and would seem to threaten Japan's traditionally high degree of equality of educational opportunity.

A recent survey has shown that a significant proportion of successful applicants for places at Japan's most desirable university in Tokyo are the sons and daughters of successful businessmen and civil servants.

Such a trend would seem to suggest that parents' social status and income, and therefore their ability to pay for private lessons, are increasingly important in determining how well a child fares in Japan's fiercely-competitive education system.

The vested interest associated with private tuition is now so great that any attempt to ban them, as some countries like South Korea have tried to do, would founder quickly. If anything, a healthy economy and the ever-increasing affluence of the Japanese people, would suggest that the *juku* bubble is not in danger of bursting.

Basic schooling policy may end in frustration

by a special correspondent

ZAMBIA

Every year about 80 per cent of Zambian schoolchildren are disappointed in their quest for the education that could lead to a better life. Only a minority are offered secondary education, based on examination results determined by the number of places available in schools.

The Grade 7 selection examination results were released recently. Out of 176,680 pupils who sat the exam, only 38,094 have been selected for Grade 8. Similarly, out of 32,619 junior secondary pupils who sat the Grade 9 only 12,461 may enter Grade 10; while out of 31,243 who sat the Grade 10 exam, only 10,762 may go on to Grade 11.

Educational provision is inadequate because there are too few schools and classrooms. Therefore, the introduction of selection for the next stage of education has been the only solution. A cut-off point (the minimum aggregate mark which a pupil has to attain to be selected) is determined for each selection examination according to the number of places available up the school ladder and varies from year to year.

Education Reforms, a Ministry of Education document published in 1977, summarized quantitatively this "sad situation" as follows:

● Only about 85 per cent of the eligible age group have the opportunity to be enrolled in Grade 1.

● Only about 62 per cent of those completing Grade 4 enter Grade 5.

● Only 12 per cent of those completing

primary education or Grade 7 enter Form 1.

The Ministry of Education is urged to provide nine years of basic education for every child, one of the crucial recommendations of *Education Reforms*.

From this year, therefore, primary school children will proceed to a two-year junior secondary stage (Grades 8 and 9) after which some will enter full-time education while others will enter full-time general education programmes for Grades 10-12.

Education Reforms, which set out this new policy for Zambia's education, states: "Seven years of primary plus two years of secondary education would be sufficient to prepare the child to proceed to the next stage, or to enter school."

"What the child would have lost by this time should be sufficient to enable him to play a full and useful role in his community if he leaves school."

On the other hand, senior secondary education would begin at Grade 10 and last for three years, giving time for in-depth study in each field that those who may have the opportunity to specialize in technical, scientific and artistic fields, during the next stage of education, will have a good grounding.

However, the task of providing nine years of basic education, as the policy is painfully aware, is an immense one. Resources are over 250 million Kwacha (£18 million) in the form of additional school places, 4 million Kwacha (£18 million) in the form of additional recurrent funds and 600 million Kwacha (£22.4 million) of capital costs.

Secondary teachers belonging to two pro-Communist unions embarrassed the giant *Federation de l'Education Nationale* (FEN) to which they and 48 other unions are affiliated, by staging a one-day strike in the middle of its conference earlier this month, writes Mary Follain.

Some 25,000 people joined demonstrations in Paris and elsewhere against "austerity in education" and ministerial plans for a redistribution of teachers across the country next September.

There are not enough teachers to go round as it is and as the secondary school population will increase by 100,000 this will mean even larger classes. The education ministry says there will be more classes of 25 to 30 pupils but 10 per cent of upper secondary classes, for example, already have between 35 and 40 pupils.

Under the new system, significant numbers of teachers will be transferred from schools which have been well-supplied in the past to less fortunate ones - particularly to those with poor academic records. Most of the newly-appointed teachers will also be sent to these schools.

Staff embarrass union by holding strike

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Assess and reward

Sir - In the introduction to his article "How to lose friends..." (TES, February 8), Eric Midwinter accepted that some of his ideas would be controversial. Most controversial, surely, must be the suggestion that parents are the people best able to tell good teachers from bad.

In practice, few parents of primary age children will have read the Cockcroft Report or appreciate the importance of the "discovery method"; what most would like to see is rows of children neatly copying out what teacher has written on the blackboard. They will assess a teacher's performance by the number of exercise books filled in neat script: what the children have, or have not, actually learned seems irrelevant to them.

Basing their judgment on their own school days, obviously many years ago and often in a foreign country, many will see education as a process by which the child's head, an empty vessel, is filled with knowledge by the school; they will not appreciate that modern best practice is to encourage the child to use his own intelligence.

Quite fallacious is the notion that parents are "surrogate consumers". The school's function should surely be to provide the education that children need, not that which their parents would like to see.

Eric Midwinter had some harsh comments to make about teachers who are bullies, nincompoops or idlers. Has no one told him how difficult it is to teach children whose parents have given them no sense of good behaviour? Some even delight in setting a bad example on school premises, by bursting into the classroom before school has finished or rudely telling the teacher what should, in the parent's opinion, be either done or left undone. I fully agree that teachers should be assessed, that good teachers should be rewarded, and that the bad ones should be given a real incentive to improve. However, they should be assessed by experts - HMI's or advisers - not elected or self-appointed laymen.

SIMON OWEN
15 Whitelock Close
South Crofton, Surrey

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Parental role

Sir - I read with interest Eric Midwinter's article about the parental contribution to the appraisal apparatus. In a survey of parental attitudes towards the parent-school partnership in rural communities which I am making as part of a secondment project, several interesting comments have emerged about teacher appraisal. Yes, a majority of parents so far questioned do believe that some form of appraisal should be introduced - "to sift out the bad apples", as one parent put it, adding, "we haven't got any in our school but there must be some about".

In answer to another supplementary question about who should carry out the assessments, several confident replies asserted that parents of children in the individual schools could play a significant part in the process. Further, that some parents felt that older school pupils could also be involved. As one put it: "If a group of pupils were given a slip of paper and asked to compile a merit league table of teacher performance, it's odds on that the same names would appear at the top of everyone's list and another group would be featured at the bottom". Promotion and relegation perhaps!

One snag - "parents are not mugs" indeed, but standards of parental perceptivity must vary as widely as teaching standards. So who is going to assess the competence of parents (and scholars) to assess the competence of teachers to assess the... etc?

MICHAEL ROYAL
Garsington CE Primary School
Oxford

In business

Sir - Many people must have been surprised by David Walker's statement in his article (January 25) on Jack Butterworth, the founding vice-chancellor of the University of Warwick, that "there is no business school" at Warwick. There is, and it has existed since 1967.

Indeed, a recent peer review in your sister publication, *The Times Higher Education Supplement* (January 20, 1984) placed us second in teaching and third in research among all British business schools; no other institution was placed in the top five on both criteria. Another indication of our "first division" status, to quote *THE*, is that in 1984-85, we received 14 offers of Economic and Social Research Council competition awards, a larger number in the industrial and business studies area than any other

university, and 10 from the Science and Engineering Research Council.

In addition, unlike many departments, we are rapidly expanding. In the past 15 months, the number of tenured teaching staff in the school has increased from 31 to 38, including two "new blood" lecturers and two new chairs, and we expect to fund two further new chairs and some additional lectureships over the next 12 months. Other new developments include a small business centre, a Japanese business unit, a corporate strategy and change centre, and an external MBA.

In short, in the words of the late Sam Goldwyn at Warwick "business is colossal, but it's improving".

GSBAIN
Chairman
School of Industrial and Business Studies
University of Warwick

Unbalanced review

Sir - No author will automatically expect a sympathetic review, and indeed most like myself will welcome well-informed criticism. However, David Self's review of my book *Broadcasting in Education: An Evaluation* (TES, February 8) was inaccurate and claimed many inaccuracies and omissions.

His eagerness to defend his profession, though, has clearly led him to see things that weren't there, and not see things that were. Practically every one of his allegations of inaccuracy is either unsubstantiated or a distortion.

For instance, he accuses me of making only two (passing) references to the Schools Broadcasting Council. He surely knows, though, that the SBC changed its name in 1979 to the Educational Broadcasting Council, and there are 11 separate references to the EBC, including a description of its research unit; indeed much of Chapter 3 is based on EBC reports.

He also accuses me of not making use of producers' and education officers' reports. In fact, I wrote (page 11): "Some of the most valuable sources have been the thoughtful and sometimes painfully frank accounts of their own series written by producers themselves", and they are extensively used in the book.

Also, while... as Mr Self says, I wrote that the BBC had plans for four DBS channels, I wrote three pages later that "at the time of writing, the BBC was planning to operate two satellite channels in 1986". Only since going to press has the BBC yet again revised downwards its plans to one channel.

Practically every one of Mr Self's assertions is either incorrect or highly

Awaiting study

Sir - I look forward to reading the study, *Schools on Trial*, described in Virginia Makins' article (TES, February 1), particularly as it refers to Risinghill. I shall be interested to learn the author's sources of information: my guess is that they have relied heavily on the very one-sided account by Lelia Berg.

If, as it would appear, I am cast as one of the villains of the piece, one would have thought that an objective academic study might have involved an attempt to seek my version of the affair, but of course I have had no such approach.

I warmly endorse the authors' view that "evidence of a school's success or failure should... bring in things like behaviour, vandalism, and staff and student absenteeism", for these were the factors that led to the failure of Risinghill and contributed to the decision to close it. It was Mr Duane's failure to deal with continual indiscipline, sometimes violent, and repeated damage to the school buildings and furnishings, that caused major divisions within the staff, and among parents and governors.

The notoriety of these schools has turned up to a dramatic action by applications by 11-plus pupils to transfer to the school, so that reorganization eventually took place. In the event, the school was able to release the buildings which had been purpose-built for Kingsley College of Further Education, but were partially occupied for secondary school purposes.

Let me add that differences of view about curriculum content played no part in the decision to close Risinghill and, for the record, Miss Makins that in 1963 Sir William Houghton was education officer for the London County Council, and I was deputy.

ERIC HIRIAULT
Woodledge
Hamper Lane
Storrington
West Sussex

Error, methinks

Sir - Edward Blisshen was right, of course, to condemn Professor A. L. Rowse's confusion of "Methinks" with "I think" in John of Gaunt's dying speech (TES, February 8). I recall being rebuked myself by an ageing but revered schoolmaster for making the same error!

"Methinks", I was peremptorily informed, derives from Old English "pyncen" or "pincen", "to seem" or "to appear"; hence "it seems to me", or "it feels as if"; whereas "I think" has

its origins in OE "þencan", "to think". Shakespeare often used "I think" when necessary, as, for example, Sonnet No 29, "Haply I think on thee". In this speech he clearly conveys Gaunt's sense of awe and a seeming power of prophecy that inspired.

A D W OWEN
Senior Teacher
Ygol Emrys Ap Iwan
Abergele
Clwyd

Parents' role

Sir - So the patient drip is at last leaving an impression on the stone! I was delighted to see that Labour Party thinking on its policy for the under-fives is now beginning to reflect the best of what is happening in the country. Andrew Bennett (Platform, TES, February 1) rightly says the Labour Party "is committed to offering nursery education to all three and four-year-olds whose parents wish it".

Until recently this has appeared to mean more of the traditional nursery schools or classes firmly attached to local education authority provision, and nothing more.

Indications that this might no longer be the case have been appearing recently. Last October, Allan Roberts MP, speaking at the National Child Minding Association's annual meeting in Manchester, mentioned warmly the place that playgroups had carved for themselves in pioneering the parents-as-partners approach. Now Andrew Bennett says that an integrated service for under-fives and their parents could include many of the existing forms of day-care, and should accept parents as equal partners in the care and education of their children.

The Association of Advisers for Under-Fives considers that all forms of provision should seek to support the parenting role. Its members come from health, education, social services and voluntary bodies and work closely with under-fives and their families. We have long argued that no one form of provision is the best for everyone and that flexibility in meeting differing needs is paramount.

Difficulties of funding and ensuring that, for instance, good community playgroups remain under "local democratic control" (Andrew Bennett again) while fitting into an overall integrated framework remain to be sorted out, but I for one am pleased that the Labour Party has made a start in tackling the problem.

JEAN BROWN
Chairman
Association of Advisers for the Under-Fives
Almondbury
Huddersfield

Micro bias

Sir - I don't know how Mr Chris Curry, managing director of Acorn, has the gall to complain of "a campaign against the company which has begun to resemble a vendetta". ("Micro sales war heats up", TES, February 1).

For the past two years, the main vendetta in computing in education has been against the Sinclair Spectrum (the cheapest of the three DES offered machines). Most of the points written against it do not agree with the experiences of those schools which have been brave enough to "go it alone" with the Spectrum.

The comparative cost (BBC/Spectrum) of each "capability" (that is,

the Family Planning Association has taken legal advice on this, and interpretation of the judgement is although under-16s may not receive prescribed contraception without parental consent, they may be given advice, information, written or spoken, on contraception and related matters. They may also be given advice on how to comply with the law.

For those working in the field of personal and social education it is important to appreciate that education can still give parents' consent without a parent's consent. Many of course schools have a policy on this (see our policy on sex education).

The FPA hopes that Parliament will overturn the Appeal Court judgement which is bound to leave many people in special need without contraceptive protection.

JOYCE ROSSER
Deputy Director
Education Unit
Family Planning Association
27-31 Mortimer Street
London W1

Adults only

Sir - I am in full agreement with Sandra Schmidt and her vigorous support of the NUM, the last and most powerful of the trade unions standing in the path of the resurgent Right in this country. If the latter wins the light, God help us all!

I most emphatically do not support her, however, when she involves infant schoolchildren in the fray. They are too young and immature to understand the strike, the pickets, police violence, judicial intimidation and the Plan for Coal are all about. She is in effect trivializing this complex and vital struggle and reducing it to the level of the children's "cops 'n' robbers" games.

In her excellent *Amberley* (which I am reading), a study of the teaching of

history and social studies in the United States, Frances Fitzgerald makes an excellent - and relevant - point when she says that to urge reform through the school system could be merely to displace responsibility from the adult institutions that could achieve it and on to the shoulders of the children who can't. The miners' cause is an issue for adults. Let's leave the kids out of it, Ms Schmidt. Their turn will come later.

As a parent and a grandparent I find it very sad that Sandra Schmidt's misguided and excessive zeal should also so cruelly deprive these young children of their childhood. Poor little blighters.

TOM HAMSTE
74 Monmouth Road
Battersea
London SW11

Letters for publication should be as brief as possible and typed on one side of the paper only. The editor reserves the right to cut or reject them.

Mix rather than markets guides college

Sir - In his article about Regent's College (TES, February 8), Mike Durham predicted controversy and a new style of aggressively marketed and almost completely privatized education.

There has been no marketing whatever of Regent's College, here or in the United States. None has been needed. The problem is how to select from among the many enquirers after space and services a group of institutions and organizations that will strike a congenial and dynamic balance.

Regent's will teach its own students, from Rockford College and other US universities. But it is only within Rockford itself that the courses have been publicized. A Rockford lady donated \$500,000 to set up a travel fund for poorer students, and Rockford's normal fees will cover the tuition and accommodation costs in London.

Over 20 other US universities have expressed an interest in these courses, or in organizing their own on the campus. Again, the problem is in selecting the right mix. However, major state universities, not private colleges, will predominate. Michigan State, for instance, will be the first user of the students' residence now being renovated.

All the British universities and colleges using the campus will be public institutions, other than the proposed Hunter School of Medicine. It is more accurate, therefore, to say that Regent's College will provide a major new facility for state, not "privatized" education.

As for controversy, I don't mind a bit of that in a good cause. But the only response I have had so far from among the very large number of senior educationists I have spoken to is one of welcome and relief. Welcome for a new kind of service to further and higher education. Relief that the site has not gone to one of many non-education interests that sought it.

From The TES, February 8

Parents' role

Sir - So the patient drip is at last leaving an impression on the stone! I was delighted to see that Labour Party thinking on its policy for the under-fives is now beginning to reflect the best of what is happening in the country. Andrew Bennett (Platform, TES, February 1) rightly says the Labour Party "is committed to offering nursery education to all three and four-year-olds whose parents wish it".

Until recently this has appeared to mean more of the traditional nursery schools or classes firmly attached to local education authority provision, and nothing more.

Indications that this might no longer be the case have been appearing recently. Last October, Allan Roberts MP, speaking at the National Child Minding Association's annual meeting in Manchester, mentioned warmly the place that playgroups had carved for themselves in pioneering the parents-as-partners approach. Now Andrew Bennett says that an integrated service for under-fives and their parents could include many of the existing forms of day-care, and should accept parents as equal partners in the care and education of their children.

The Association of Advisers for Under-Fives considers that all forms of provision should seek to support the parenting role. Its members come from health, education, social services and voluntary bodies and work closely with under-fives and their families. We have long argued that no one form of provision is the best for everyone and that flexibility in meeting differing needs is paramount.

Difficulties of funding and ensuring that, for instance, good community playgroups remain under "local democratic control" (Andrew Bennett again) while fitting into an overall integrated framework remain to be sorted out, but I for one am pleased that the Labour Party has made a start in tackling the problem.

JEAN BROWN
Chairman
Association of Advisers for the Under-Fives
Almondbury
Huddersfield

Micro bias

Sir - I don't know how Mr Chris Curry, managing director of Acorn, has the gall to complain of "a campaign against the company which has begun to resemble a vendetta". ("Micro sales war heats up", TES, February 1).

For the past two years, the main vendetta in computing in education has been against the Sinclair Spectrum (the cheapest of the three DES offered machines). Most of the points written against it do not agree with the experiences of those schools which have been brave enough to "go it alone" with the Spectrum.

The comparative cost (BBC/Spectrum) of each "capability" (that is,

the Family Planning Association has taken legal advice on this, and interpretation of the judgement is although under-16s may not receive prescribed contraception without parental consent, they may be given advice, information, written or spoken, on contraception and related matters. They may also be given advice on how to comply with the law.

For those working in the field of personal and social education it is important to appreciate that education can still give parents' consent without a parent's consent. Many of course schools have a policy on this (see our policy on sex education).

The FPA hopes that Parliament will overturn the Appeal Court judgement which is bound to leave many people in special need without contraceptive protection.

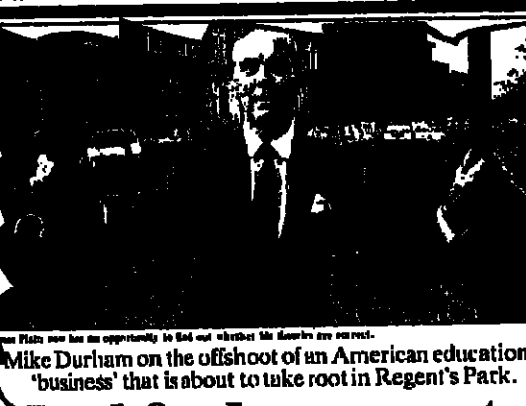
JOYCE ROSSER
Deputy Director
Education Unit
Family Planning Association
27-31 Mortimer Street
London W1

Adults only

Sir - I am in full agreement with Sandra Schmidt and her vigorous support of the NUM, the last and most powerful of the trade unions standing in the path of the resurgent Right in this country. If the latter wins the light, God help us all!

I most emphatically do not support her, however, when she involves infant schoolchildren in the fray. They are too young and immature to understand the strike, the pickets, police violence, judicial intimidation and the Plan for Coal are all about. She is in effect trivializing this complex and vital struggle and reducing it to the level of the children's "cops 'n' robbers" games.

In her excellent *Amberley* (which I am reading), a study of the teaching of



Rockford prepares to open its London file

Mike Durham on the offshoot of an American educational "business" that is about to take root in Regent's Park.

The Earl of Crawford, First Commissioner of the Crown Estates, summarized the real situation when he announced the other day that the Queen had been pleased to offer Regent's College, on loan from her private collection, a fine painting of George Washington. It will be joined by a famous painting of Oliver Cromwell given to the college by an American donor.

I fancy those two fellows in their different ways would have approved of Dr Stewart's achievement. I hope we can live up to the challenge he has set, and produce a campus that adds distinctively to the British-American academic relationship and that also opens its doors imaginatively and generously to the world.

JAMES PLATT
Rector
Regent's College London NW1

Matter of form

Sir - I am writing as county convener of Northamptonshire Secondary Heads Association to complain about comments in your article "Legal threat to union pay action" (TES, February 8).

Apart from the fact that Northamptonshire is not a Conservative authority as you state, it is also untrue that the Northants form, on which teachers' refusal to cover or attend parents' staff meetings is to be recorded, was drawn up "with the agreement of the heads".

At a meeting representatives of SHA and the National Association of Head Teachers had with officers of the I.e.a., the form was presented along with a letter to heads, directing them to complete the forms "as necessary in respect of each teacher pursuing individual action". There was no question of heads agreeing to the form, or not.

Northamptonshire SHA subsequently expressed extreme disquiet about the form and drew up guidelines to all county members. As convener, I was instructed to inform the I.e.a. that SHA Northants respected the right of the I.e.a. to instruct heads to make a return of factual information pertaining to teachers' school activities, but did not agree with the particular form.

C J LOWE
Headmaster
Prince William School
Herne Road
Oundle

Devout support

Sir - This year's exhibition of school books at the London Institute of Education on January 29 was on the subject of books on or about the Third World, but few publishers displayed books relating to religious studies even though such books were included in their lists. When asked, representatives saw little or no link between the theme of the exhibition and religious studies. I couldn't help wishing that they had listened to Robin Richardson's lecture on bias in school books.

The exhibition seemed to epitomize an attitude common to many people in the anti-racist, multicultural education field, namely that religious studies is unimportant. Yet India, Pakistan and the Arab world are totally unintelligible without a knowledge of their religions.

Bias can be conveyed by silence, that is why many religious studies teachers insist that the syllabus must include other major world religions and not just Christianity. It is to be hoped that teachers and publishers active in the multicultural field will practise the virtues which they rightly demand of others. In the anti-racist, multicultural curriculum, religious studies has a key role to play. Or has the fortieth anniversary of the relief of Auschwitz no lessons to teach us?

W OWEN COLE
Bishop Otter College
Chichester, West Sussex

Worst enemy

Sir - At the end of a working week, feeling totally demoralized, it was with great empathy that I read "Disorderly conduct" by John Wilson (TES, February 8). Many of my colleagues work long hours preparing activities for the only find the day ruined by the whims of an inebriated pupil. More and more the inebriated teacher is forced to adopt the role of psychologist to cope with the emotionally disturbed.

I have often thought that teachers are their own worst enemy. Being a long-suffering lot we all complain to each other but do not offer constructive alternatives or state the kind of support we want. Because teachers have no clearly stated contract and because education at present is a

mishmash of conflicting philosophies, it is very easy to silence teachers. Since it is easy to point the finger of incompetence at anyone, inevitably people with any sense are not going to admit to anything which might be construed as failure.

Unfortunately, growing publicity about pay claims and withdrawal of goodwill is distracting everyone from the real problems. Let us get our house in order first. Also, we must be clear and confident about what we are doing, what we are prepared to do and why. Perhaps, then, it will be easier to assess our worth.

S H PUTTOCK
Primary school teacher
56 Woodland Rise
London N10

It is a sizeable one - of British citizens and residents. The council must approve every course. Alongside it as monitors of every aspect of the college's development is the Crown, as owner of the site and buildings. The Crown would certainly have had no truck with what your headline called an educational "business", though they will expect us to behave in a businesslike way.

The Earl of Crawford, First Commissioner of the Crown Estates, summarized the real situation when he announced the other day that the Queen had been pleased to offer Regent's College, on loan from her private collection, a fine painting of George Washington. It will be joined by a famous painting of Oliver Cromwell given to the college by an American donor.

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JAMES PLATT
Rector
Regent's College London NW1

Positive effect

Sir - The headline *Doubts cast on squadron leader as primary head* on Richard Garner's article on the HMI report on the Service Children's School at Oslo (TES, January 18), together with the naming of Squadron Leader Griffiths in the article, and the HMI had made specific criticism of Squadron Leader Griffiths in their report and that as a result he has been replaced as headteacher.

The facts are that the HMI observations concerned the principle of appointing a serving officer as head of a primary school. Richard Garner explained the reasons for this practice in his article. However, the HMI report itself acknowledges the positive contribution of planning and to the improvement of the school made by Squadron Leader Griffiths who, although appointed in September 1983, was the "new head" when the school was inspected in March 1984.

It would be unfortunate if an officer who has just been promoted were to have his performance and reputation put in question by a misinterpretation of the article, particularly as the HMI report goes out of its way to commend favourably the Squadron Leader Griffiths' personal contribution to St George's School, Oslo.

Colonel P de la HAYE
Controller
Service Children's Education
Authority
Ministry of Defence, London SE9

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TALKBACK

Too much too soon

JULIET SOLOMANIS

I was horrified to read that most of the evidence to the Commons Select Committee on Education has suggested that the school starting age be lowered - and I am beginning to wonder why anybody ever bothered to ask Lady Plowden to write a report, as so many of her recommendations have been overlooked.

We agonize over standards of literacy and numeracy, and the antipathy that many children show towards their education. Instead of asking really fundamental questions, we then decide that if what they're getting isn't working, we should give them more of

it. It seems to me a strange way of tackling a problem.

I live in an authority which takes in the so-called "rising-fives". It does this once a year only: thus the child who is four on August 31 starts school on September 4. We are now in a situation where a majority of four-year-olds are attending school - and the Plowden report suggests that there is a strong case for some children not to attend full-time school until they are six!

On entering junior school three years later, the children are expected to be reasonably literate and numerate. But many of them will not be. For many children, it is too early to start reading and writing skills even at five. They struggle, quite unnecessarily, using time that could have been more profitably spent, to acquire skills that could have been learnt with immeasurably more ease had they started a year or two later.

Many children on the Continent, who have been in nurseries or kindergartens, learn to read and write easily in a matter of weeks. Those children who want to read early do anyway, and for the rest, the ill-disguised pressure that we find in our infant schools is absent.

Anybody who has worked on an adult literacy scheme, or indeed in adult education, will be familiar with the refrain "I never was very good at reading and writing at school". Within the schools, many of our "problem children" are those who have failed to live up to the literacy and numeracy measures of school success. If the psychologists are right, failure before the age of seven is notoriously more difficult to remedy than failure later. So the too-early start is likely to actually breed failures.

At the other end of the spectrum there is the really "bright" child, often so defined because he reads early. By the time he is five, although he may find school easy to cope with, he can also see many more possibilities of

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things to do at home or in a nursery, and he needs the time to do them without the interference of a teacher, or the aid of a decy reading scheme, or the less bright peers, may well be put off reading for ever by such schemes, whereas later reading, and thus a faster start, would provide better motivation.

It is not only the development of literacy skills that may be impeded by too early a start. The concentrated development of interests and problem-solving skills is not seriously possible in a crowded classroom with minimal adult help available. Vast playgrounds can breed fear, loneliness, and bullying. The social fatigue suffered at the end of a day as long as that of a six-former's leave many children unable to do much at home except slump in front of the television. The child's concentration span is gradually eroded as he learns to live with fragmented day which has little to do with him.

Those same children who do become "disruptive" at school, may be those who, before starting school, could have sustained interest for a couple of hours in their dolls, Legos, washing-up.

The consequence of raising school starting age and developing extended nursery-kindergartens might seem expensive, and would doubtless cause many howls of protest in the short-term. But if we were as serious about wanting our system, and our children, to have the best possible chance of success, we must start thinking in far broader terms and shifting our priorities for educational expenditure. Above all, we must detach ourselves from our conventional orientation and ask the question: "What would be the cases in which it would be preferable to 'more'?"

Juliet Solomanis is a mother and a teacher in London

Rules of engagement

KATY SIMMONS

In his article "Disorderly conduct" (725 February 8), John Wilson seems to feel that "discipline" can be separated from the life of a school. It is, he suggests, something that can be "investigated" in isolation and enforced by an external "power".

Mr Wilson's language is the language of repression, as we can see when we examine his references to "control", "rules", "sanctions" and "power". Even pastoral care becomes a means of policing the system into which he has already introduced his spies. Such language, with its underlying sense of the inevitability of confrontation, is currently much in favour politically. It is the language of

the picket lines and of Molesworth and, can only generate antagonism and damaging social rifts.

Discipline, I believe, is much more centrally related to the structure of the school. It cannot be separated from the curriculum. When the curriculum offered is appropriate, and when it meets the needs of individual pupils, then discipline can be seen in its true perspective.

My experience as a head of year in a comprehensive school, and the observations of my students, have shown that discipline problems often arise when pupils cannot deal adequately with the material they have been given. Did Mr Wilson's "undercover observers" ask about the reading skills of disruptive pupils? Did they check the readability of the material used in class? Were all pupils in the class given the same material? Did the teacher spend time with individuals? What kind of talking was going on between teacher and pupils?

Repression, or, for that matter, "charisma, charm and enthusiasm",

are no substitute for readable textbooks, a range of materials and extra help in the classroom. What teachers need is not more power to quell disorder, but more help with planning graded worksheets, more in-service guidance on assessment of existing materials, and more training in classroom skills, such as questioning techniques.

Problems are often compounded by the structure of the school. How many schools even attempt mixed-ability teaching? Such schools seem rare. I suggest that Mr Wilson should look at Stephen Ball's study *Beachside Comprehensive*. Mr Ball spent three years as a participant observer in a comprehensive school and his study certainly qualifies as "authentic, day-to-day close quarters investigation".

During Ball's time in the school, it was reorganized so that mixed-ability grouping replaced banding. Before the reorganization, the "anti-school culture", the disruptive and difficult pupils, were firmly located in the lower bands. After reorganization, Mr Ball found that behaviour in general improved.

Although the anti-school element still existed, its effects were dissipated so that no one group carried with it a reputation for poor behaviour. The school's reputation for behaviour had improved was supported by comparisons of numbers of detentions handed out before and after reorganization.

Whatever its merits, or disadvantages, mixed-ability grouping makes us acknowledge the widely differing needs that are found in one classroom. Perhaps this is why schools seem afraid of mixed-ability teaching. Teaching methods which barely survive banded streams tend to collapse altogether in mixed-ability classrooms.

Rather than attempting to shore up these methods with more "power", maybe we should be examining alternatives. Breakdown of discipline, caused by too much group instruction and too little attention to the needs of individual pupils, may encourage schools to think again.

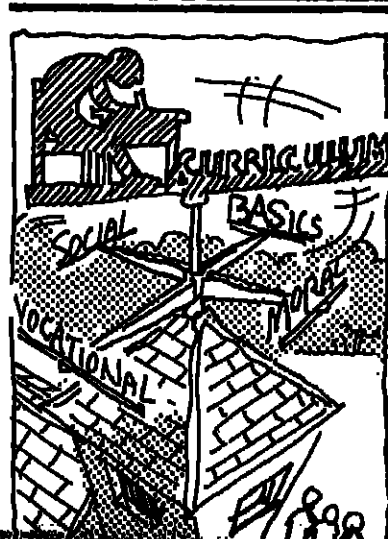
More "rules" are not the answer. We need to work cooperatively, to assess and prepare a range of written and non-written materials. We need to explore the possibility of parent involvement, both with individual pupils and with the preparation of resource materials.

What we do not need is more commitment to confrontation in the classroom.

Dr Katy Simmons is a tutor in the Department of Educational Development, Oxford Polytechnic.

Not tablets of stone

JOHN MARSHALL



It was good to find Bob Kirkpatrick casting a sober, critical eye on how HMI's go about the business of inspecting and reporting on schools (725, February 1). Since the publication of these reports, I was beginning to wonder whether we are in danger of according an uncritical and almost blind deference to them.

Certainly, the way the press (including *The TES*) is apt to headline the odd critical remark appears to invest every pronouncement with them with an authority which must be enough to make even the authors wince on occasion. No wonder resentment is evoked when those subject to such publicized utterances feel that they have been misunderstood or misjudged.

I suggest we need a more robust perspective on things. The inspectors are, after all, mere human beings, and beneath whatever exterior they exhibit they must have the same professional uncertainties, confusions and even lapses that afflict education in general at present.

In matters of the curriculum, for example, there is no incontrovertible "right" pattern at the moment. What we have are a number of initiatives in various areas - a return to the "basics", a concern to cater more effectively for the social and moral development of

the individual; an expansion of technical and vocational areas but how such strands are to be sustained and fused together is far from obvious.

The inspectors must, like everyone else, be trying to make sense of what can seem a bewildering mass of conflicting theory. Certainly one sees very little in the way of educational vision or confident philosophy behind their reports - simply encouragement for what is going well any way and drawing of attention to some usual uncontroversial deficiencies or excesses.

No doubt they usually do a good job and one that is appreciated. However, if an important aspect of the work of school gets only a passing mention, some other aspect is ignored or judged, so what? An HMI reports a tablet from Mount Sinai.

In fact the very nature of exercise makes it likely that an element of fallibility is inbuilt. Individual teachers, hard-pressed by the realities of what they already have in hand, may well benefit from a wider, more generalized view offered by an HMI. However, there must be a danger that it is precisely what is individual, and works well because of the interplay of particular commitments and strengths in a particular setting, that may be undervalued or, indeed, not be listed at all in a short visit by HMI.

I remember my own experience some years ago in the liberal studies division of a college of further education where we had an inspection. The part of the report which covered the great was generally fair and encouraging, but showed a lack of understanding of the basic rationale and purpose of what we were doing and to which we were committed, despite the fact that the HMI dealing with it had been given a background document setting out our aims and objectives.

I happen to think that we do need a degree of centrally-influenced consultation and direction in education after the weathered and golden change has shifted around so gloriously over the past 20 years. But we need to do it with a more openness to our educational establishments because of this. One of the merits of the British system is that each school can develop a strong and unique character, with an almost palpable ambience which in itself can have a mean educational effect. Let us not lose sight of the positive aspects of this in any moves towards greater oversight and direction. And let us remember that HMI's are not gods.

John Marshall teaches in Bedfordshire

Nickel Odeon

MICHAEL EVANS

How many readers remember Saturday Morning Pictures? How we would join the queue outside the Gaumont, Odeon or Regal before parting with our sixpence and rush in to grab a seat as close to the front as possible!

The lights would dim and we would settle back into our red plush-covered seats to watch the travelogue, the cartoon, and the serial.

Times change: 40 years ago Britain had 4,500 cinemas and large provincial towns could often boast a picture house.

The tragedy is that children obviously still enjoy watching films as films, rather than on television. This is

evident by the huge number of schools which regularly run film clubs. In my school we have run a club since 1954 and show an average of about 20 films each year during the winter months.

About 70 per cent of the pupils aged from five to eleven attend the weekly after school shows and parents, older brothers, sisters and parents come as well. Refreshments are sold and every effort is made to present a "professional" show as possible with the resources available.

In our small way we are continuing to maintain the interest and enthusiasm that children have for going to the pictures. And, who knows, perhaps the film industry might find its lost solid ground once more and our efforts will have been worthwhile.

Michael Evans is head of Barton C of E School, Cambridge.

FEATURES

Blotts on the copybook

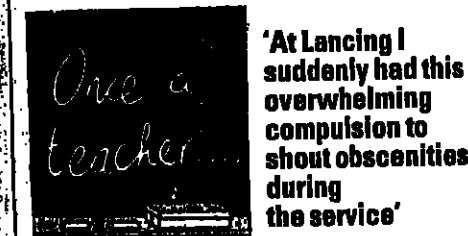
The author of *Wilt* is well versed in various riotous assemblies, Susan Thomas finds

Tom Sharpe, the best-selling author of *Wilt*, *Porterhouse Blue*, *Riotous Assembly* and the TV serial, *Blott on the Landscape*, raised his eyebrows, lowered his chin and eyed me thoughtfully through the top of his glasses. It was a long, pale-blue look, such as a zoo macaw might give some newly appointed keeper of birds or St Peter a McVicar at the gate.

It was a look left over from teaching English to small boys in South Africa and liberal studies to Gas Fitters 1 and Pastrycooks 2 in Cambridge. It took my measure, established the ground rules and signalled the start of the interview. Then he poured the coffee, applied an enormous pinch of snuff to each nostril and told me, a trifle nasally, about the chapel incident.

"When I was 16, a public schoolboy at Lancing, I suddenly had this overwhelming compulsion to shout obscenities during the service. I wasn't beaten. Instead I was sent to Matron and she dosed me with bromide - you know, the stuff they put in the tea in the army."

Maybe, with unusual insight, the authorities recognized the prophetic nature of that shout. For one way and another he has been doing it ever since. Tom Sharpe you see, is convinced that the world is mad.



"At Lancing I suddenly had this overwhelming compulsion to shout obscenities during the service"

"And so would you be if your father was a highly intelligent man, a unitarian minister, who joined the Nazi Party, thought Hitler was a dear kind man, that he had invented the concentration camps and who, for all his intellect, had not the least idea what the Final Solution was all about. And then, he said with sudden exasperation, 'died before you could enlighten him'."

So now, in his mid-fifties, he does the shouting in paperback, prolifically, a book a year since 1971. And over the years he has become one of those tall, and usually amiable, Englishmen, mostly seen with a dog at heel, sun hat covering grey pate and baggy, crotcheted trousers clinging, battle to, to their hips.

He lives and writes in Bridport, in a sunny, civilized house, full of rose books, plants, jazz records, children practising, cats, dogs and the calming influence of Nancy, his American wife.

He needs a lot of this, for nothing in his experience since Lancing, not national service in the Marines - "my God, the injustices perpetrated there in the name of discipline!" - nor social work in South Africa's black townships, has shaken his belief that the major motivating forces in life are fear, greed, ignorance and incompetence.

And as for woolly liberal studies with adolescent gasifiers - "Being told to let them read *Farwell to Arms* and then see if they had understood the sex bits. Understood them! My God they knew more about sex at 16 than I did at 30" - that just confirmed his belief that society was crazy.

For long enough his efforts to expose the rot got him nowhere however. The South Africans jailed and deported him for writing long, deadly dull plays full of Jungian symbolism and political comment, and the London theatre ignored him for the same reason. Then in 1969, he found the perfect vehicle for telling it how it is - black farce.

Now he writes everyday stories of town or country folk who do everyday things like taking in lodgers or campaigning against motorways, only to find themselves beset by terrorist gangs, exploding lavatories, rampant bulldozers or flying condoms.

The books are littered with left-wing loonies, compromising photographs, naked and sagging middle age, corrupt officialdom and incompetent police. And running, or more properly, stumbling, through them, is a thematic, unholy trinity comprising an ineffectual liberal, a sex-crazed matron and a wily, salt-of-the-earth commoner. He admits to being the first two: "I am both Wilt and his wife Eva". The evidence suggests that he is also Blott and Skullion.

Was he like this as a child? "I was pretty horrible I think," he spent a lot of time killing things. "My Northern Irish relatives gave me these great guns, probably hoped I'd blow my



head off. I was an unplanned child", he explains, though whether this is by way of excuse is not clear.

"I know I wasn't wanted because my mother, who thought her child-bearing days were over when she reached 40, was seen to buy a rope and spend a great deal of time skipping vigorously soon after I was conceived. Poor woman!"

"I don't think anyone else knows this", he said, squinting slightly as he consulted the formidable memory banks. "I did tell an American reporter, but the paper wouldn't publish in case it encouraged women to go in for self-induced abortion."

"Then I was desperately unhappy at school. I ran away from Bloxham - the most appalling place. I got 20 strokes in 24 hours there and when I blubbed at the last, was told I was an arse little coward and to sod off. So I did. Getting home just as the telegram arrived from school to say they'd misled me."

His parents were all set to send him to the local grammar, "but I was a snobbish little shit, went to the library and spent hours with the *Public Schools Year Book* finding somewhere suitable which gave cheap places to the sons of ministers, hence Lancing."

If you laugh at the dry humour, as I did at this sudden image of a small, bookish boy diligently researching his own future, he checks, maybe to see if you are laughing with or at him, and then, delightedly, joins in. "For all the 'bolshouse' reputation, he gives the impression of a sensitive man, careful of other people's feelings."

It was not always this. "At school he was first bullied and then a bully. Now he is very sympathetic to Kipling. 'I don't know why he gets such a bad name these days, if you had ever been

European Affairs Department, ferrying terminally ill TB patients home to die and delivering weekly food parcels to pathetic dark huts where they lay, dead or just alive in one corner, while a relative cooked in the other and children played between them on the mud floor."

"Then in the evening I'd visit relatives in the wealthy white district. They dismissed my tales as troublemaking until the police raided their home and threw the houseboy down the stairs in front of them - Houseboy! Boy! Boys! They're all boys, however old they are. This one was an old man!" The sudden comments come from somewhere inside, furious, outraged shouts, to put the record straight.

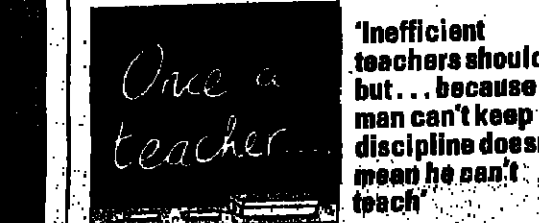
He also ran a photographic studio, taught, underwent a lengthy Jungian analysis and wrote the plays. Thus, at the start of the Sixties he was unceremoniously repatriated to A level history and liberal studies. And then in 1969 he met and married Nancy, all in a rush, and *Riotous Assembly* wrote itself in three weeks.

Liberated by distance, his delight in Nancy and the prospect of leaving "that bloody place and the dreadful pebble-dashed semi", all the horror, and anarchic comedy poured out of his subconscious. The nice guy had tried and failed, this time it was the "shit" in him who wrote graphically and hilariously, with horrid insight and black, banana-skin humour, about people butchering one another. And it was an immediate hit. The rot in the open at last.

Would he ever go back to teaching? "What do you think? After 16 years of it! Maybe I'd consider it if you offered me an ideal school."

"As it is, we have a system which generates a lack of confidence. If you go into an English secondary school and ask the kids to write a short film script by tomorrow, they'll tell you they can't. If you ask the same question in the States, they'll do it. It won't be any good but they'll say, 'So what's wrong with it? I did it didn't I?'. Those kids have the confidence to tackle anything."

"You give children confidence by proving to them that they can learn. No child should ever



leave a lesson without feeling he has learnt something and it doesn't actually matter what. I had this foolproof system for teaching class analysis and the kids loved it!

"But how can anyone teach classes of 30 - that's too bloody much by 15 - and if you want good teachers you've got to pay them. They should be earning the same as doctors or lawyers by the time they're 25."

"We need better teacher training, more support for probationary teachers and it shouldn't all be left to the head to weed out incompetents. I do actually agree with Sir Keith Joseph that inefficient teachers should go, but I would hope that it would be done with some humanity. Because a man can't keep discipline, doesn't necessarily mean he can't teach. Maybe he needs some other role, individual tutor or pastoral care."

"What we don't need are people who can't relate to children - half of them bloody PhD's in my opinion - they should be out in their probationary year."

Given that his own education was far from ideal, if he could start again what would he be? Perhaps a Wodehouse, he said after a while, someone who wrote beautifully, humorously and totally without malice.

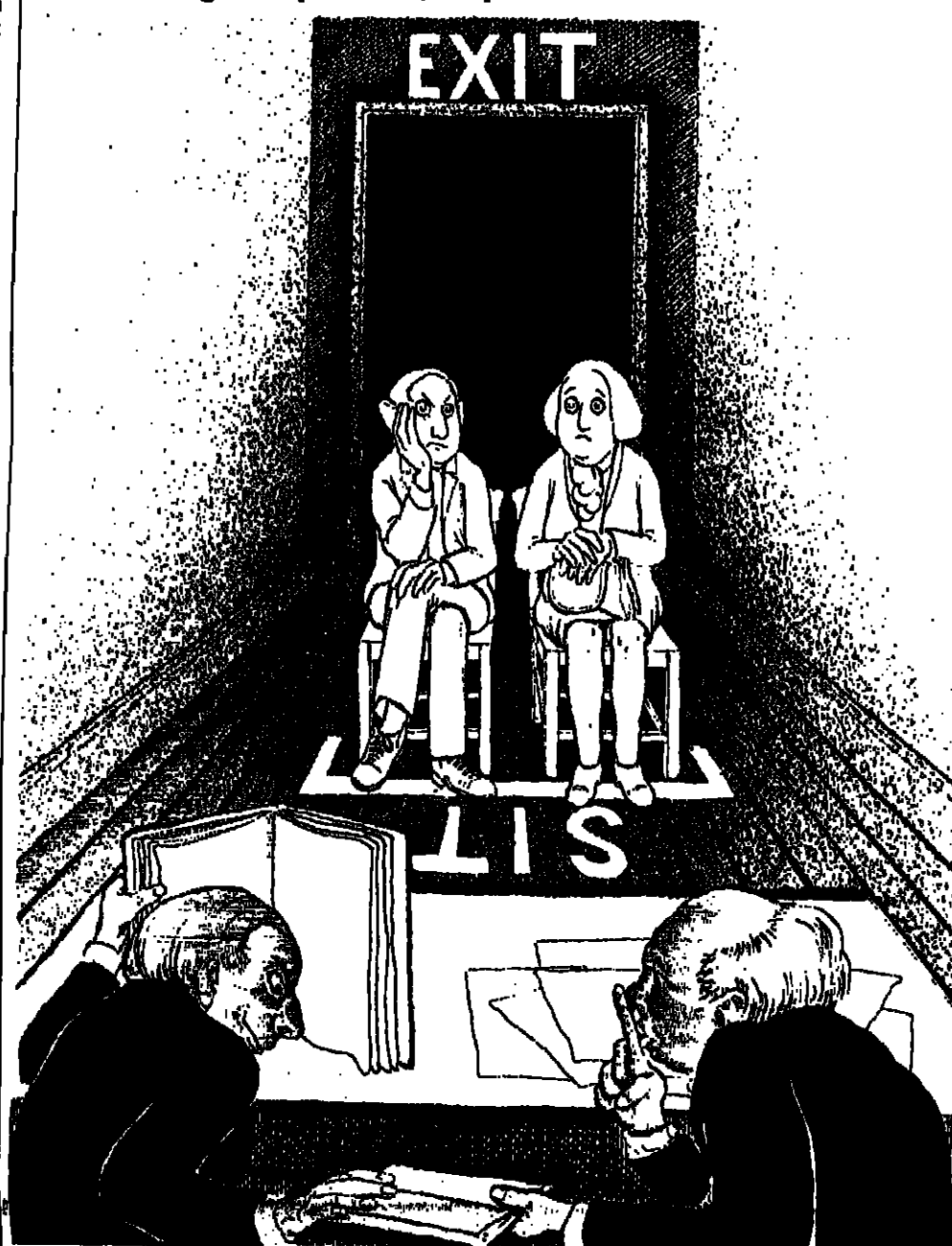
But he never will be. He can't leave it alone. Every day he listens avidly to the news and the demon within keeps him writing. "Just look at what's happening now, the EEC has all these bloody food surpluses, millions are starving in Ethiopia and no one has the wit to work out a distribution policy."

No wonder he retreats to the greenhouse, nurtures compost heaps and dotes on roses. Like Blott, "the beauty of his flowers, pink and red early geraniums and chrysanthemums, is proof that life is not entirely without meaning."

Once a Teacher, the series devoted to the views of former teachers: next week, Phil Bows, former classics master turned copywriter, on his experience of the profession.

FEATURES

Some authorities are finding ways of getting round the rights the 1981 Education Act gives parents, says Howard Sharron



Needs musts

the parents. But the suggestions about possible placements do not constitute proper professional advice - they are at the level of totally informal suggestions.

"The designated medical officer was laudably dissuading doctors from making educational opinions. I wish she could have stopped there. I concede the point that even if the suggestions are informal, if they do influence the education department at all, they should be sent to the parents as part of the appendices of the statement."

A distinct lack of proper cooperation with parents was also in evidence in the first appeal against the Inner London Education Authority under the 1981 Act, late last year. In this case, a Down's Syndrome child was refused permission to move to an ordinary school, despite considerable professional advice in favour. None of the statutory consultations were able to budge the authority.

The appeals committee roundly criticized

Psychologists had their advice returned with instructions to revise it

ILEA for paying "insufficient attention to the parents' anxiety about their daughter's need to mix with ordinary children". It also criticized the lack of any logical connection between a description of the child's special needs, the proposed special provision and the school placement suggested.

Although appeals are supposed to be a last resort, the parents were unable to avoid an appeal hearing despite the weight of their case. This does not bode well for less articulate parents who might be reluctant to take the case as far as an appeal, which some claim is heavily weighted

against parents.

The case also revealed that there need not necessarily be any connection between a professional description of a child's special needs, and the final school placement decided upon by the authority. This can make a mockery of the consultation part of the procedures.

The 1981 Act insists that professional advisers, as a matter of principle, should pay no regard to resources available when making an assessment of need, and to protect this principle it says they should not suggest actual placements. But this principle either does not operate, or operates against the parents' interest. Educational psychologists are, for example, well aware what resources are available and tend to make their advice "fit" the bill of the I.E.A. has on offer.

Not all the evidence that shows how I.E.A.s orchestrate the outcomes of particular cases can be published. Peter Newell, director of the Children's Legal Centre, says: "I have had three educational psychologists privately tell me that they have submitted their advice on children for statements and have had it returned by the I.E.A. with an instruction to revise it because it was convenient. None would ever dare come forward and say this publicly."

Independent professional advice tends to be dismissed as "unrealistic". The effect of all this is not just to cause individual injustices but also to reduce the potential for professional advice to stimulate new types of provision. And these bureaucratic tendencies are reinforced by the power I.E.A.s have under the Act to simply ignore the findings of the appeals committee if it suits them.

Major Ken Lawson's twin sons suffer from rare communication and comprehension disorders. While living in Birmingham, he was told they should be sent to John Hornam school in Worthing, which specializes in treating this kind of condition and was considered to be the only suitable placement. However, Major Lawson was posted to Surrey where he claims the education authority refused to follow the advice from Birmingham.

In the event, the insistence on carrying out a full

assessment under the 1981 Act and in their statement said the boys had to be educated in a local school with the assistance of a specialist teacher. Major Lawson says the authority seemed very anxious about the resource implications of sending the boys outside of the county, and that the teacher employed had no appropriate training and had to "learn on the job". Naturally he appealed.

The appeals committee, after hearing evidence from psychiatrists and psychologists from Birmingham, found the boys were not receiving a specialized enough education and sent the statement back for reconsideration. This is all the appeals committees can insist upon.

Surrey then sent the following to the Lawsons: "The authority has concluded that continuation of the existing provision . . . is appropriate. The authority is not, therefore, prepared to amend the statements."

"The day I received that letter was easily the worst day in my life," said Major Lawson.

The Lawsons took the appeal a stage further to the Secretary of State who, for the first time ever, amended a statement himself so that the twins would be sent to a school specializing in speech and language disorders. The current provision for the boys in Surrey was "not adequate," he said, and he was not satisfied that further changes proposed for the twins in 1985 would ensure that adequate provision was made.

Geraldine Williams, assistant chief education

'The day I received that letter was easily the worst of my life'

officer for Surrey, said the Secretary of State had upheld the Lawsons' appeal because the specialist teacher which had been employed to assist the children in the county had resigned. "After this we could only provide a supply teacher and the Secretary of State thought it would not have been wise to rely on these arrangements. If the teacher originally employed to help the boys had stayed in post the Secretary of State, I am certain, would not have upheld the parents' appeal."

The Lawson boys started at John Hornam school this term. But how many parents would have been so persistent? By the beginning of last month, 26 parents had appealed to the Secretary of State because their local authority refused to make a formal statement on their children. In 14 cases, the local authority's decision was upheld; in three cases the I.E.A. was asked to prepare a statement and the rest are still undecided.

Parents can also appeal to the Secretary of State if they lose their local appeal against a local authority statement or if, like the Lawsons, they win it but the authority refuses to budge. So far, 19 cases have been brought to the Secretary of State. In six, the I.E.A.'s statement was upheld, in a further six the statements were amended, and seven remain to be decided.

Surrey, like other councils, has sent circulars to professional advisers saying they must on no account "discuss the education provision to be made for the child with the parents".

This interpretation of the Act means that the parent could easily fail to appreciate fully the suitability or otherwise of what the I.E.A. decides to provide, particularly if they are not represented by independent professionals. It does not accord, either, with the more cooperative attitude that the Act envisages.

Denise Annette of the Children's Legal Centre says, "Despite the right formally given to parents in the 1981 Act, local authorities are trampling them underfoot by holding informal meetings and withholding informal reports, and simply banning some types of information from professional advisers to parents on the sort of school options they should be looking for. This means they cannot effectively negotiate with the I.E.A. before the case goes to the appeals committee."

An appeals committee hearing represents a breakdown in cooperation between parents and the authority. Once the case has reached this point the parents' prospects start to deteriorate. Even further, says the Children's Legal Centre, because few parents, special education teachers or representatives of voluntary organizations get to serve on appeals panels, in spite of the Act's suggestion that they should.

Any shift the 1981 Education Act may have been expected to make in the balance of power between parents and local authorities has clearly been frustrated by those I.E.A.s who have manipulated the flow of information and undermined parents' negotiating powers. Once again the Act is proving to have promised more than it has delivered.

FEATURES

Without a leg to stand on

Few colleges are prepared to train chairbound teachers and many authorities are reluctant to employ them, Jane Lones finds

Disabled pupils are being encouraged to go into mainstream schools but disabled teachers seem to be far less acceptable. Or so I was inclined to conclude last year after trying to find a college place for a would-be BEd student confined to a wheelchair. And from the reports of leavers from Lord Mayor Trelor College who obtain teaching qualifications, handicapped teachers find it increasingly difficult to obtain employment. Of course, it is not easy for any teacher to obtain a job at the moment, but in some of their interviews a distinct hint of prejudice was detected.

A survey was, therefore, undertaken to investigate training and employment opportunities for disabled teachers. To simplify matters, questions related purely to wheelchair-bound people, on the basis that this would represent the most severe degree of physical limitation. Establishments offering BEd courses were asked whether they would accept such a student and if, in their opinion, junior school teaching was a realistic aim for such an applicant. Local education authorities in England and Wales were approached about their views on employment of wheelchair-bound teachers and were asked if they knew of any in their area.

Replies were received from 59 establishments offering BEd courses (70 per cent) and from 78 Local Education Authorities. Often the letters were very detailed, frank and thoughtful. The difficulty in obtaining a training place was confirmed. Forty establishments actively discouraged wheelchair applicants on the grounds that their buildings were inaccessible. Some of these expressed regret and pointed out that previously they had accepted these students but cuts and amalgamations had resulted in movement to different premises. Presumably in planning such

moves, decisions had been made that wheelchair access was not important.

Only 10 establishments said that they would welcome applications and even then no promises could be made, as access still presented quite severe problems. It seems that only one college had no such problems.

The attitude expressed in letters from the training establishments was particularly interesting. Twelve stated junior school teaching was a totally unrealistic aim for someone in a wheelchair. Nine equally strongly held the opposite view, feeling that they would bring an added dimension to the classroom and have a positive influence on their fellow students. Those holding mid-way views could see benefits and problems and many expressed doubts about accepting a student as they predicted employers would be prejudiced against them.

However, responses from the local authorities seemed to refute that view. All purported to operate the policy of non-discrimination with regard to appointments and supporting this is the evidence that 24 authorities have appointed, and are currently employing, wheelchair-bound teachers.

Four more have kept on teachers who became severely disabled and confined to a wheelchair

during their teaching careers. One authority has an adviser (previously a teacher) in that category and others gave examples in further education. Three had made specific adaptations such as ramps or special lavatories when such a teacher was appointed and another authority was prepared to do so. A good candidate, it was said, would be helped to find a vacancy in a suitable school in two further areas.

One local education authority commented on a wheelchair-bound teacher who had satisfactorily completed his probationary year. "Children and staff benefited from his enthusiastic contribution." Being a good teacher, clearly, need not depend on having a good pair of legs.

Against this rosy picture it must be pointed out that there are no wheelchair-bound teachers in more than half of the local authorities' areas and while in some cases replies maintained there had been no such applicants, a rather negative attitude was sometimes detected.

It is not usually the local authority itself which makes specific appointments but, undoubtedly, a positive lead from the top and a willingness to make adaptations must influence the interviewing committees at local level.

Several colleges and local authorities had

behind the statement - "It all depends on the attitude of the Department of Education and Science to the medical condition." In fact it does not. The DES produce a leaflet, "Notes of guidance to medical officers on medical standards", for guidance at local level and offers advice on individuals only when asked. This is an area which it is well-nigh impossible to survey; individual medical officers would be reluctant to state the criteria on which they base their decisions and these must be influenced by their view of the role of a teacher.

Of course, employing anyone in a wheelchair presents some problems. Auxiliaries or volunteers could be used in classes where a pair of legs would be useful. In schools where there are several storeys or two sites then it should not be beyond the wit of the time-tabler to attach the teacher to one room. After all, it is common practice to move classes to specialist rooms. Perhaps a teacher could be employed in a similar way to the disabled workers in a Sheltered Industrial Group? If it is possible in other areas of employment, why not in education?

I cannot see how we can expect other employers to accept the disabled if the education profession is to be excluded. Surely it is the one way to get pupils to accept the disabled as part of normal life, able to contribute, often in a very special and positive way. There will be a very limited number of such people wanting to enter the profession and in the majority of cases they will be quite exceptional.

If a student can gain the necessary entry qualifications, impress on interview, overcome the difficulties in coping with the physical demands of the course as well as achieving academic competence, then their dedication must be beyond doubt.

The message for the qualified disabled teacher is to keep trying, but over as wide an area as possible. Some parts of the country, notably authorities around the cities of Liverpool and Newcastle-upon-Tyne, seem to employ more disabled teachers. It is in the colleges where urgent action is needed. With only one college reporting no problems of access for wheelchairs, the situation would seem to be worse than five or ten years ago.

It would be unrealistic to insist on access to all BEd courses as it would not be warranted by the numbers of applicants. Perhaps a few selected colleges could be adapted to provide the necessary facilities. They should, if possible, offer a choice of specialities within their courses and this information should be well advertised so that the disabled student knows where their application will not be rejected out of hand.

Dr Lones is senior mistress at Lord Mayor Trelor College, Alton, an independent educational boarding school for physically handicapped pupils aged between 9 and 20.

Consultation or cover-up?

Faced with the disappearance of the BTEC General into the CPVE, Peter Turner recently led a deputation of northern business teachers and industrialists to the Department of Education and Science, but with little result, as he reports here.

You can always get rid of the difficult bit," Sir Humphrey of *Yes, Minister* fame, "by putting it in the title. It does the least harm there." Sir Humphrey was talking about a proposed White Paper on Open Government. He might equally well have been referring to various recent publications by the Business and Technical Education Council (BTEC) concerned with the new CPVE. Although the labels "consultation" and "discussion" were freely used in their titles, the decision on at least one of the major issues involved - the subsumption of BTEC General awards by the CPVE - now appears to have been taken months before the documents were published, namely by March 1983. This is despite the fact that as late as the following August BTEC were still asserting that "ensuring that BTEC General should continue to be regarded as a qualification in its own right" was one of their "seven issues of major importance".

When BTEC asked for views a year ago on the euphemistically termed "proposal" to merge the General into "a comprehensive joint BTEC/CGLI provision for 14 to 17-year-olds", there was no suggestion that the General would be scrapped, nor that the decision had already been taken. The proposal met with widespread criticism from business teachers, RACs, and even from the BTEC business boards. A "consultative" document last May said the Joint Board for Pre-Vocational Education (JBPEV) would be drawing upon experiences from BTEC General and RSA

Vocational Preparation certificates. What it did not say was that this meant scrapping the General while the RSA awards would continue, as would also City and Guilds 365 for those older than 16-year-olds. Neither was comment invited. After all, the difficult bit - the consultation - had been disposed of in the title.

Business teachers generally welcome the CPVE for its originally intended target group - full-time 16-plus students with no vocational commitment. They cannot, however, accept the proposition (confirmed by DES as the assumption on which the policy has been based) that all who get less than four O levels at 16-plus have no particular vocational commitment and that "pre-vocational" schemes are more suitable for them and will have the same appeal as courses of vocational education have had in the past. BTEC's recent dogmatic assertions that the General has always been primarily pre-vocational negates their own earlier claims and represents a complete turn-about-face in their philosophy. No more acceptable is the claim by the DES that "significant numbers" of BTEC students change their career aspirations after enrolling for the course. When the basis of this claim was queried, it was admitted that it was an "assumption", and not based on valid research.

Evidence of national concern over the subsumption was, in the DES view, "predictable resistance to change" and not a reflection of informed opinion. Similarly disappointed were the

BTEC boards' views, which had "merely expressed concern". Concern, apparently, is not an emotion to be given much credence.

Consultation, the DES suggested, should be taken in the fact that schemes could exist under CPVE which would not be dissimilar to General schemes. The mandarins would not concede this indicated that BTEC General had it "just about right" nor that it was fundamentally bad management to change the name of a successful product in half-way through the production run. Least of all were they prepared to accept the undesirability of throwing out that which is good, well-tested, widely accepted and demonstrably meeting the needs of industry for something not tested, which may not meet needs, and which has still to be accepted.

The view was that diverse needs do not even exist among youngsters, and that a diverse range of courses are not needed to meet them. Still less was there felt to be any danger that, in attempting to be all things to all men, the CPVE could become nothing to anyone.

Everything, the deputation felt, confirmed the view given to them earlier in the year that the subsumption had been government policy even before DES invited BTEC to join the JBPEV. A letter from Dr David Mitchell (then BTEC's director of education) maintained that giving up the General had been "the price which had to be paid" for BTEC's involvement in CPVE, and that it was "an agreement on which BTEC

could not renege." All this must seriously undermine the credibility of Sir Keith Joseph's letter, written at the same time as Dr Mitchell's, asserting that "the future of the BTEC General award is a matter for BTEC."

The contradiction in the correspondence is one which neither BTEC nor DES has been prepared to comment on.

The conclusion, from the information now available, must be that the wording of the relevant clauses in the "discussion" documents was - to put it stronger - misleading. It could almost be felt that they made a sham of the so-called "consultation" process, and that they emerge as nothing more than a cosmetic cover-up for decisions taken months previously.

Business teachers are not against change: their track record proves this. Nor do they oppose dirigiste control when circumstances demand it. They simply ask that it not be hidden under a cloak of pseudo-consultation and of pointless discussion.

A JBPEV officer, speaking in Sheffield last autumn, claimed that any consideration by BTEC of a vocational replacement of the General for part-time students would be based upon reason, not emotion.

Who knows, it might even be based upon consultation.

ARTS

Slings and arrows

Hamlet. By William Shakespeare. The Young Vic.
Better Times. By Barrie Keeffe. Theatre Royal Stratford East.
Vigilantes. By Farrukh Dhondy. Arts Theatre.
Me And My Girl. A Musical by L. Arthur Rose/Douglas Furbur/Noel Gay. Adelphi Theatre.
Little Eyolf. By Henrik Ibsen. Lyric Theatre, Hammersmith.

David Thacker's production of *Hamlet* is a gift to schools. Presented in modern dress, acted in unheroic style which prizes plain sense above poetry, it is interesting and easy to follow. Virtually uncut, it satisfies the requirements of examination boards. It also mixes black and white actors, inviting multi-racial audience participation. Sheelagh Keegan's bare-stage designs focus attention on the actors; Jessica Bowles' costumes deftly establish court precedence. But something is missing: a sense of greatness, danger, excitement.

Matthew Marsh plays Hamlet in low-key, speaking the great soliloquies in an off-hand manner while subjecting casual remarks to vocal trickery. The great verse passages go for nothing: vocal agonies serving to describe uncut passions. "Warra piece of work is Man" bespeaks a plebeian prince. Claudius (Jonathan Burn), dangerous in prose, is defeated by the prayer soliloquy; David Boyce, the funniest First Gravedigger I've ever seen. Natasha Richardson's Ophelia is entirely credible - tautly strung mind snapping tragically - a welcome complexity in a production which glosses over difficulties in pursuing accessibility.

Better Times aims at accessibility - bringing local history alive in a chronicle-play enacting the Poplar Rates Revolt (1921). Refusing to level unfair rates ("Bad laws should be broken"), Poplar Labour councillors went to prison fighting Lloyd George's government to change the rates law. Parallels with the current rate-capping controversy are plainly spelled out; the debate is between public morality and private conscience. Frankly simplistic, *Better Times* works well because it is about real people, expounding important issues in human terms. Under Philip Hedley's lovingly detailed direc-

tion, it is agit-prop theatre at its most enjoyable.

Vigilantes, more novel than play, is also set in East London and deals with live issues. Hasna, working for Channel 4, wants to make a programme about "the new British" - Bangladeshi Londoners forming vigilante groups to protect themselves from racial violence. Disposed by the young men in the Asian Community Centre (her base for the film), her previous programme uncovering corruption in Bangladesh during a drought-relief operation angers them even more. They smash up her flat, rough her up, are accused of rape. Into this complicated story Dhondy weaves themes of miscegenation, racial identity, cultural clash, left-wing politics, women's rights, ethical journalism, gays. He has pertinent things to say ("Asian is a silly word - it is not even a skin colour"), but *Vigilantes* is overwritten and too diffuse. The second play in the Black Theatre Season, it is, however, excellently directed by Penny Cairns and competently acted, presenting a convincing picture of the new cockneys.

A Lambeth cockney who inherits an earldom is the subject of *Me And My Girl*, the smash-hit musical of 1937-41 revived by Leicester's Haymarket Theatre. Mike Ockrent cleverly directs this double-Pygmalion so as to mock the snobbery of both upstairs and down, preserving the innocence of Bill and Susan. The girl Sally. Beautifully staged, impeccably acted, danced and sung with charm and verve, its undoubted star is Robert Lindsay, a brilliant actor-cloven-acrobat. Susanah Fellowes (a stunning gold-digger) joins him in a marvellously funny duet "You Would If You Could" - one of many excellent numbers in a smashing show which would make a delightful starting point for a class on "class".

In a class of its own for excellence, Claire Davidson's production of Ibsen's rarely performed *Little Eyolf* is not to be missed. Six characters caught up in a complex web of sexuality, remorse and guilt demonstrate Ibsen's mastery insight into the human condition, show us ourselves, purging us, as it were. Brenda Murphy's costumes, Dave Horn's lighting, contribute to the power of a great tragedy greatly acted by Diana Rigg (Rita), Ronald Pickup (Alfred), Cherry Campbell (Asta), Anne Dyson (The Rat Wife).

John James

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Gerard Logan and Kirsten Hughes rehearsing Wolsey Theatre's 'Macbeth'

Sound and fury

An Evening with the Macbeths
 Mercury Theatre, Colchester
 Macbeth
 Wolsey Theatre, Ipswich

Given their less than terrific reputation for hospitality, *An Evening with the Macbeths* sounds like an invitation to be politely declined, but in the event the touring show devised by Ian McCulloch and Kate O'Mara with their director, Richard Digby Day, turns out to be harmless enough. A two-handed version of *Macbeth* is preceded by an entertaining romp through the stage history. The research has thrown up much amusing and fascinating material: the inauspicious premiere (James I couldn't stand blood or drawn swords); the omissions and insertions made by Davenant, Garrick *et al.* (51 singing witches; a contrite death speech for Macbeth, etc.); the critics and indeed the coroners' verdicts. The information is presented in that exhausting anthology style of a new voice for a new sentence and much merry banter, with the energy level so high that jokes and punchlines are not so much "sold" as put up for auction.

The second half, comprised of the Macbeths' lines only (except where a pre-recorded voice-over witch or messenger is unavoidable) is an intellectual and emotional curiosity. In isolation these traditional interpretations

Strike-torn

Theatre Centre: State of the Nation, Face Values. (Touring London Schools)

Although this current programme for upper secondary pupils maintains the company's very high standards of performance and polish, I have some reservations about its handling of its subject. The first part of the programme starts with a story about the unfair treatment Chrissie, a car mechanic, receives from her employer. She's been taken on for a six month trial and promised that if successful, she'll be employed full time. Although she proves her abilities, she's sacked at the end of the trial period because the garage owner wants to automate, and needs to shed some staff. At this point, pupils are cast in the roles of Chrissie and her workmates. The question is, what can Chrissie do to protect herself, and what can the other workers, some of whom are also faced with the sack, do about the threat to their jobs? The proprietor, whose divide and rule tactics seem to leave him holding all the cards, is undoubtedly the villain of the piece.

On the face of it, pupils are allowed to call the shots. They suggest tactics -

a heart to heart talk with the boss, a visit to the citizen's advice bureau and so on - which are then put to the test through role play, but the boss is invincible. The problem is that the idea for the ultimate solution to be tried, that the workers seek trade union help, has been unobtrusively "planted" in the pupils' minds by the narrator/front person, and on the morning I saw it, events after they've asked for union help happened too fast. Despite some measured devil's advocacy by the Theatre Centre team, the work force vote by a show of hands to join the union (after being told they can still face sackings unless they have more than 50 per cent union membership) and the evil garage owner seems to be defeated. "It's not all that different from the miners", says the front person/narrator as if discovering the connection for the first time. Despite claims that each time the programme is taken into a school it's the pupils who decide on the direction the work is going to take, it does seem that the decision to unionize is the "preferred" one. If only to reinforce the programme's second half, which is a straight performance piece called *Face Values*.

Lisa Evans' play about the women involved with the miners' strike is very good indeed. It doesn't deal with the issues of the strike, but with its effect on ordinary families, and much of it is seen through the eyes of a

simply chart a decay into frustration and despair. Perversely this reveals the importance of the missing scenes and shows that appreciation of a tragedy certainly does not depend on its identification with a single character.

The novelty of the Wolsey production is the extreme youth - even yuppiness - of the Macbeths (Gerard Logan and Kirsten Hughes, both recent RADA graduates). Macbeth's relationship with Duncan is consequently filial in nature and the murder seems like patricide. Despite that relative inexperience, the two central actors give performances that are clean, unfussed, posture-free. Kirsten Hughes's Lady Macbeth is so secure in herself - in her criminal efficiency, in her sexuality - that even in decline, she doesn't crumble (her hand-washing is enormously purposeful); it's just that her sense of direction, of what she wants, has deserted her.

The Wolsey ran a couple of valuable and well-thought-out "Play Days" on *Macbeth* for O level students (and the public), with lecture-demonstrations on design, production, fight-direction and rehearsal. The most useful aspect of a session such as this is the insight it gives into the choices that arise in mounting a production and how those choices are resolved. It was good too to hear Gerard Logan communicating his own headlong excitement at discovering the role, emphasizing Macbeth's essential goodness (well, he would say that, wouldn't he?) and expounding on Macbeth's constant inner terror. His analysis was well borne out by his performance, which is heavy with a sense of moral, conscience even, as well as self-doubt and a despondent, innocent surprise that all evil leads to more of the same.

Jill Burrows

striking miner's daughter, who's sick of the whole thing. "I couldn't get a job when the pit was open", moans the 16-year-old girl, "so what's it got to do with me?"

The details of strike-life seem inaccurately accurate - the uneasy relationship between neighbours from opposing sides that deteriorates into outright slanging matches as the strike wears on; the fragility of the "warrior spirit" among the women, the toddler who plays "scabs and pickets" with her doll, the alienation dividing the mother and her frustrated and unhappy daughter.

My reservations lie in the way that the two parts of the programme were linked. Perhaps it would have been more useful to devote more time to the first half of the programme and have the performance of *Face Values* on a separate day. Both aroused controversy (the fourth year group at George Orwell School in Hushbury Park are to be congratulated on the liveliness of their contribution, both in and out of role) but the title's claim that this programme represents the State of the Nation is a little grandiose. More importantly, the implicit claim that trade union solidarity is an adequate defence against unemployment mustn't be taken at face value.

Nick Baker

Read on

Dillon's Young Reader Competition

"Paradise" was 15-year-old Gregory Wade's reaction to having £50 to spend on books. Gregory, from Surrey, was one of three winners in the new Young Reader Competition organized by Dillon's bookshops. He already spends most of his money on books - "libraries are too much of a bother" - so it was easy for him to write 1,000 words on his enthusiasm. But the kind of books Gregory likes are ones about nuclear warfare and modern military history, as his list of Dillon's shows. He chose titles like *The Dragon and the Bear* and *Crisis over Cuba*.

Fourteen-year-old winner Josephine Weisman chose mainly non-fiction too, though it was books like *The Oxford Dictionary of Quotations* for her. "I stopped reading children's books when I was 13," said Josephine, from Wiltshire, but not all her choices were so lofty - she slipped *The Growing Pains of Adrian Mole* into her shopping basket too. "I would have bought some novels but my mother says you can always get those at the library."

The quality of entries in the youngest category was so high that judge Valerie Grove, literary editor of *The Times*, found it very difficult to select one winner. "They all wrote with such vigour and enthusiasm." There were about 400 entries altogether, enough to encourage Dillon's to the Young Readers Competition into an annual event.

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Left to right: Melanie Newman, Gregory Wade and Josephine Weisman

Melanie Newman's mother had introduced her reading too. Twelve-year-old Melanie lives in Wales far from any library so her parents' collection is her main source of books. Perhaps that is why Saki is her favourite author. Melanie does still read some children's books though she hasn't come across any by Penelope Lively, a competition judge. "I'll look for some of hers while I'm here," she said at Dillon's this week.

Melanie Newman, Gregory Wade and Josephine Weisman

ARTS

Medical mystery

Nick Baker on Leeds Playhouse TIE

Leeds Playhouse TIE's new secondary schools' programme provides a fascinating slant on an old riddle - the one in which the patient is the doctor's son, but the doctor isn't the patient's father. (She's his mother, of course.) Although the programme deals, among other things, with 14 and 15-year-olds' perceptions of gender and sexuality, it doesn't thump any feminist tubs. Instead, it depicts an intriguing mystery and challenges pupils to explore their own solution.

In 1866, military surgeon James Barry died. It was only after death that Barry's secret was revealed. "He" was a woman. The only way Barry could enter the closed world of 19th-century medicine was to adopt male disguise. The barest details of Barry's circumstances are shown in a scene in which the secret has just been discovered by two women - professional (though unofficial) medics themselves, who deliver babies and lay out bodies. From then on, it's up to the pupils, with the help of the actor teachers, to allow their speculations - not only about how Barry kept the secret, but also how he must have felt about it - to take them in all sorts of different directions.

They're asked to invent characters who might plausibly have come into contact with Barry; these characters are adopted by the actor teachers, who are then interrogated for clues. This process calls for the actor teachers to display instant improvisational skills as well as a good knowledge of the period. It's no mistake that a recent performance piece, *Flags and Bandages*, centred round the events of the Crimean War.

Eventually, whole scenes are "commissioned" by the pupils. When I saw it at Foxwood High School in North East Leeds, the pupils decided they wanted to see a young, newly qualified James Barry confiding his secret to a (female) childhood sweetheart; a slightly older Barry bringing an officer to allow him not to take an army medical; James's uncle and father plotting how to disguise a very young Jane as a James. All the while there's an implicit battle between the pupils, who want to create scenes of the drama and denouement, and the actor teachers, who want to maintain the momentum of the piece, to stretch the pupils' ideas.

One reservation about this challenging and wide-reaching piece (which may involve, according to its different audiences, anything from show-biz shyness to social injustice) is its abrupt ending. It needs a whole day in a secondary school and the team knows it. However, it's a measure of the trust

that Leeds schools have in the team that they welcome work that might not yet have neatly packaged endings. The team know that work has to be perfect in practice rather than in theory and they're anxious to devise a longer programme on the aptly titled *Hair-kos* (the one who chooses) giving pupils more time to develop ideas.

Close contact with their client schools has always been a characteristic of the company's work since its inception in 1971. There are regular meetings with teachers for feedback and suggestions for follow-up work, and in some cases a programme will involve preliminary practical work with the teachers themselves. Teachers trust the company because of their long term relationship with members. Most of the nine-person team has been with the company for over six years - a very slow personnel turnover in TIE terms. The company's newest member is a teacher responsible for educational development, seconded for five terms from a local secondary school to do schools liaison work.

While one half of the company is baffling 14-year-olds with the Barry mystery, the other half are working on a new programme for 9-year-olds called *The Box*, a whole day participation programme that also has a mystery at its heart. Children will be introduced to the contents of a box, which is in effect a "time capsule" of a civilization from long ago. But who were the contents' owners, and what sort of life did they lead? It looks like being a fascinating but very demanding day, involving the children in addressing the question "what is remembered and why?" and leading them through an almost circular historical "time warp".

There's an argument that says that TIE can only achieve local significance because, by and large, it deals only with local audiences. To an extent, that's true. However, every so often a company comes up with something so good (and so universal) that it warrants a larger audience. Leeds' performance piece, *Raj*, about the events leading up to Indian Independence, achieved such acclaim that the company decided to publish it. Although it was conceived for playing in middle schools, it's well worth looking at for anybody who wants a simple, human insight into this turbulent period of British and Indian history.

Leeds Playhouse Theatre in Education is at Quarry Mount School, Pennington Street, Leeds LS6 2JF. Telephone 0532 442145. *Raj* is published by Amber Lane Press, £2.50.



Fuzzacks

"Yance upon a time there were fewer fuzzacks and yah gallowers in a field..." could be an interesting beginning to a bedtime story for a North Yorkshire country child.

A preface which also suggests that the animal kingdom comes in for some wordy treatment around the North York moors. Where else for instance do people call an ant a pissinifer?

Mooflocks and yows roam our heathered hills. They won't harm but will pester visitors for tit-bits as both are moorland sheep, the latter being the dialect name for the females. Prickly-back hutchens amble round our flowerbeds at eventide and can provide a tasty meal as travellers may tell you, but nowadays the majority feel nothing but sympathy for the accident-prone hedgehog. Nobut, however, for poor Renny. Found from November till March, he'll still snap the head off anybody's cockbok given half a chance. To preserve your rooster lock your henhouse - foxes don't carry keys! The protection of good folk is a feature of this fair county. Some folk in our market town will never call a rat a rat - Always a longtail. Unlucky too on parts of our coast to call a pig by name

- safer to call it a grunter. Superstition aside, my granny always called an owl a Jinny Owl, probably because her elders did also. Great-granny always called a heron a herrinsue, and a possible solution there is on the map: Heronsuegh Wood stands in a quiet corner of our dale.

So... if fuzzacks be donkeys and a galloway describes a small type of horse, you'll not be surprised to hear that Harland Moor is thronged with hegworms in summer, that our pastures are plagued with moudwairs the year round, and a nestbox full of Billy-Bitors fledged in our orchard last spring.

If you're thinking by now we must be a ram lot in North Yorkshire, think again. Any county in the country contains variations similar to those above mentioned - if you care to chat up the locals.

Brian Allen

Among this week's contributors:

Tim Brighouse is Chief Education Officer for Oxfordshire.

William T McLeod is managing editor, English dictionaries division at Collins.

Next week

Jonathan Mirsky on political education in China; modern language textbooks



In Search of the Trojan War
 BBC2, from February 24.
 The Last Place on Earth
 ITV Wednesdays to March 27.

Myth makers

Michael Wood's new series, like his earlier search for the Dark Ages, promises a fascinating re-examination of an entire historical period. The story of Troy is to some extent that of modern archaeology, beginning with the new perspective on historical time given by the acceptance of evolutionary theory and the consequent abandonment of the belief that the world was created in 4004 ac (the date confidently shown in the chronology at the front of my edition of *Lemprière's Classical Dictionary*, 1828). It involves such colourful personalities as Heinrich Schliemann and Arthur Evans, hints on archaeological method and most of all, questions about the nature of historical truth.

Wood's style of presentation is individualistic, without touching the heights of eccentricity scaled by, say, Kenneth Griffith. His voice-over commentary is preachy and yet, when speaking directly to camera, he manages a normal conversational tone. The two modes of address oddly complement each other and hold the viewer's attention. Given the splendour of the photography and other distractions (Cery Oldfield and David Pash's music), this is some feat. What

Wood has to tell is a complex story, demanding concentration if its meanderings are to be followed by anyone without much prior knowledge of Bronze Age Greece and archaeological history and, since he promises a new conclusion to the tale, this will be six weeks of relatively demanding television. It is also likely to be rewarding.

The Last Place on Earth also proposes a re-examination, but of a myth much closer to home. The South Pole was never a real place to start with: getting there was consequently in every sense a symbolic enterprise. Scott's heroic failure has a place in British legend and in the very concept of "Britishness" partly because of the intangible nature of this quest.

Schliemann spent his life trying to find Troy and dressed his Greek wife up in Bronze Age jewels to inspire his tireless burrowing into the Turkish landscape. Television companies have a similar conviction that historical truth is primarily a matter of finding the right locations and giving a free



preview of the village green. Teachers' return: an impromptu school was established on the village green and then transferred to a carpenter's shop. The cause became celebrated; journalists turned up money flowed in from the trade union movement; one year later the Buryton Strike School was founded; to remain in operation until Tom Higdon's death in 1939.

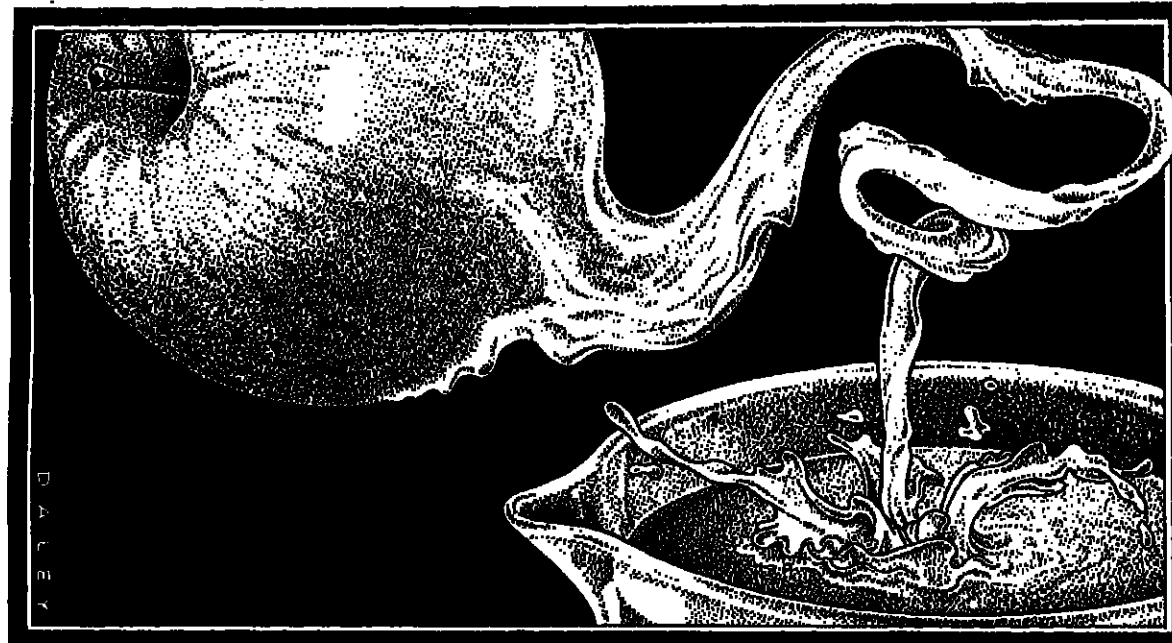
All this is very completely brought out in Sunday's film. Ms Morgan apparently found that memories of the strike are still vivid, as they are of Revd Eland (who remains a bogeyman): she and her director Norman Stone apparently tried to prevent their account turning too crudely into a goodies-versus-baddies morality tale, but the attempt has not entirely succeeded.

John Shrapnel is an unfailingly interesting actor, and he brings more subtlety to the part of the priest than the script itself demands, but by the

Michael Church

BREAKDOWN

John Tranter on enzyme technology kits



Enzymes in Industry Kit (ZPK-420-W) £18.40
Enzymes in the Home Kit (ZPK-400-N) £18.40
Enzyme Production Set (ZEA-200-G) £7.80
Enzyme Teaching Kit (ZPK-360-C) £17.36
 Replacement reagents: Basic quantity (ZPK-362-N) £5.58; x5 quantity (ZPK-364-B) £9.26; x10 quantity (ZPK-366-M) £12.97
 Gerrard Biological Centre, Griffin & George, Worthing Road, East Pre-

ston, West Sussex, BN16 1AS.
Enzyme Biotechnology Kit (M85900/6) £14.55
Immobilised Enzymes Kit (M85910/9) £24.20
Purification of Proteins Kit (M85920/1) £25.10
Cellulose Breakdown Kit (M81715/2) £18
Pectin Breakdown Kit (M81725/5) £14.85
Protein Breakdown Kit (M81740/1) £15.50
Starch Breakdown Kit

(M40647/4) £6.45
Introduction to Enzymes Kit (M85858/0) £13.50
Basic Enzymology Kit (M85860/9) £14.28
Effect of pH on Enzymes Kit (M85865/8) £15.10
Effect of Temperature on Enzymes Kit (M85870/1) £11.55
Enzyme Specificity and Inhibition Kit (M85875/0) £16.15
 Philip Harris Biological, Oldmixon, Weston-super-Mare, Avon BS24 9BJ.

of exposed and developed photographic film. The protein emulsion on the film in which the silver salts are dispersed is digested by the enzyme so that the silver is precipitated and the film is cleared.

The Harris kit is evidently a combination of the two Griffin kits. There are, however, some differences. The Harris set has larger quantities of the various materials; but teachers are left to find their own barbecue sauces if desired. All the materials needed are included in the Griffin kits, but some in relatively small amounts. The Griffin background notes are a little more extensive.

An important factor in deciding which kit(s) to buy must be their price and here the Harris materials have some advantage. The cost of the Griffin kits reflects their importation from the United States.

Philip Harris Biological has extended its range of enzyme biotechnology materials with a number of additional kits. The *Immobilised Enzyme Kit* is a valuable resource which can give students a fairly substantial taste of the ways in which enzymes are used in industry and in the laboratory. In these, whole cells that are producing enzymes, or the enzyme molecules themselves, are encapsulated or fixed to an inert surface so that the enzyme is not removed when the products are harvested. In this way much greater efficiencies are achieved.

Materials for a nicely graded series of three investigations are provided in the kit, so that sixth-form students, or those lower down the school, can gain an insight into this important aspect of the commercial side of enzyme technology. Altogether this kit is most welcome and hopefully will provide the stimulus for biologists to extend the more conventional aspects of their work on enzyme action.

In industrial processes, there is often a need to separate proteins from other molecules and so obtain them in uncontaminated samples. The *Purification of Proteins Kit* from Harris Biological provides a glimpse of what is involved. The principles of binding and elution with an ion-exchange column are demonstrated using haemoglobin with varying conditions of pH and salt concentration to influence the strength with which the protein is bound to the ion-exchanger.

Protein precipitation or "salting out" is shown using ammonium sulphate. With acetone as the reagent, there is the opportunity to demonstrate, with the photographic film test that precipitated protein is still functional.

This kit is rather more advanced and specialised than others in the Harris biotechnology range, but it is a useful illustration of important industrial procedures.

Another aspect of enzyme technology involves digestive enzymes produced by micro-organisms and their importance in the hydrolysis of various polymers - both in nature and commercially. To investigate these, the *Harris Biological* markets a range of four kits and Griffin & George a single set of materials.

The scope of the Harris kits is greater. The *Cellulose and Pectin Breakdown Kits* are somewhat similar and use viscous solutions of a water-soluble cellulose derivative - CMC (carboxymethyl cellulose) - and pectin respectively. These are drawn up into a 1cm³ syringe, a three-way tap is added and the time recorded for the syringe to empty when the plunger is removed.

and the tap opened. When the cellulose and pectin are mixed with hydrolytic enzymes, their viscosity decreases as they are broken down and so flow rate from the syringe increases.

The technique is simple and works well; the syringes and three-way taps are provided in the kits. Comparisons are made between commercial enzyme preparations and the activity of soil micro-organisms in producing enzymes. The *Cellulose Breakdown Kit* also contains CMC agar, which can be used to prepare agar plates (Petri dishes not supplied) and study the cellulose-degrading activities of soil microbes.

The *Harris Protein Breakdown Kit* contains nutrient gelatin, which is made liquid, poured into test tubes and allowed to set. A sample of the provided protease solution or a soil suspension is added and the progress of the hydrolysis of the protein is monitored. The gelatin has carbon particles dispersed through it so that as the gel is broken down, they fall out of suspension and collect to give a clear indication of the extent of protein breakdown. In addition, tubes of casein agar are provided to prepare agar plates and study further the proteolytic action of soil micro-organisms.

The *Starch Breakdown Kit* from Harris completes their quartet and consists of tubes of starch agar (to make agar plates) and a culture of *Aspergillus oryzae*. Starch breakdown caused by enzymes produced by the fungus is identified by flooding the plates with iodine solution (not supplied). The Griffin *Enzyme Production Set* also tests for amylase enzymes from *Aspergillus*.

The Harris kit recommends subculturing the fungus first on malt agar (not supplied) to produce a more active mycelium; this step is omitted from the Griffin instructions, which is a pity because it does produce a more vigorous growth. A small supply of malt agar would be helpful with both kits.

The remaining tests in the Griffin kit include the use of nutrient milk agar to study the production of protease by a culture of *Bacillus subtilis* and sucrose agar for identifying invertase produced by *Saccharomyces cerevisiae*. After a period of incubation with the yeast, the agar plates are flooded with Benedict's solution and then kept at 70°C to visualise areas around the colonies where invertase has converted sucrose to reducing sugars.

Both sets of materials gave good results, though some problems were experienced in hot weather with the

gelatine in the Harris *Protein Breakdown Kit* becoming liquid before testing notes are clear and informative.

Both the Harris and Griffin materials are very helpful in showing the relevance and interest by emphasising the role of enzymes in the activities of micro-organisms, the work of decomposers and various industrial applications. A biology teacher will not need to use all the kits. Those from Harris are more extensive, but the pectin and cellulose packages come much the same ground. The *Protein* and *Starch Breakdown Kits* overlap to some extent with the Griffin materials.

When comparing prices, it must be noted that the Harris kit provides materials for 10 students while the Griffin kit is for five. The Griffin medium in the Griffin set, being investing, teachers must also consider which micro-organism culture can already be available, and which can easily be made up from existing stocks. In this respect, the *Harris Cellulose and Pectin Breakdown Kits* in particular provide materials which would be more difficult for a teacher to put together.

Finally, both companies supply teaching packages to demonstrate basic principles of enzyme action and as specifically, the effect of pH on temperature, inhibition, the influence of enzyme and substrate concentrations and protein denaturation at heat.

The *Enzyme Teaching Kit* from Griffin & George provides apparatus and chemicals to study the action of urease and amylase preparation. The equipment enables three groups of students to work with urease and the groups with the amylase. The kit is suited for use with A-level groups. The notes for student and teacher are extremely full with a considerable amount of background theory. They are generally very helpful though attention on inhibition is not absolutely clear.

There is quite a range of enzyme teaching kits from Harris Biological. An *Introduction to Enzymes Kit* is suitable for O and A-level work and demonstrates the action of amylase, invertase and protease, the effect of pH and temperature (fluctuations) and enzyme specificity.

Basic Enzymology is a more advanced and comprehensive kit, which allows some flexibility of use as the discretion of the instructor, but encompasses all aspects of enzyme action. A composite experiment is suggested which investigates inhibition, pH, heat denaturation and substrate specificity together, as well as a series of separate tests on these and other aspects of enzyme function.

Some of the investigations are with a fairly advanced, tertiary level. For those who do not wish to use all the investigations in this advanced kit, three further sets are available to study separately the effect of pH on temperature plus enzyme specificity and inhibition. The Harris *Enzymology Kits* contain chemicals only, making for up to 10 students to perform a selection of the suggested tests. The accompanying notes are concise with some discussion of background theory.

There is, then, a wealth of material from which the biologist can choose to enrich the teaching of enzyme action at many levels. If biotechnology is to become an important part of the biology curriculum, as it should be, ideas explored in these kits will certainly contribute to one aspect of such a development.

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Nick Baker reports on the background to the news in French

Bonsoir, mesdames et messieurs ...

5.40pm. Monday
 Television Centre

If *Télé-Journal* is the BBC's most speedily made programme, the atmosphere in producer Terry Doyle's office is disappointingly calm. He and his team have five hours to receive, edit, subtitle, illustrate, link together and record today's news broadcast from France's Antenne 2 channel. Why is nobody panicking?

5.45pm. The telex from Antenne 2 arrives with their 8pm news running order. It is pored over avidly. The lead story is the return of some French hostages held in Sudan. There's an item on New Caledonia; a plug for a political phone-in; the Pope in Venezuela; an item on M Le Pen, the leader of the fast-growing French National Front; OPOP (What's OPOP? Error on the telex. OPOP is OPOP, French for OPEC. Clear?). Then there's the Monte Carlo Rally and *Flamands roses*. (Flowers on fire? No, pink flamingos.)

6pm. BBC TV News is watched. OPEC pops up, but no other UK stories correspond with French ones.

No chance tonight to see ourselves as others see us.

6.15pm. Presenter Chantal Cuert arrives. To avoid accusations of sexism, I shall refer to her as "well groomed". She's very knowledgeable on the Sudanese hostages story which BBC News has ignored, presumably for lack of British interest.

6.55pm. A long walk to the basement to await Antenne 2's 8pm news arriving over the Eurovision link. A technician swears eloquently (in English) into a phone. At 7pm prompt the French News appears. Pencils whizz across pads, apparently taking the whole thing down verbatim. Director Paul White disappears in search of good stills of the Pope and Chernenko. Video editor Pete Dunkley holds forth on the values of co-producing between News and Continuing Education - an apparently incongruous partnership that works very well in practice. Supervising editor Gill Barnes pores over the running order, trying to figure out ways of making this week's programme last exactly 24½ minutes.

7.20pm. Back in the office, the well-groomed Mlle Cuert and Terry Doyle

are preparing the links. On the walk back from the basement, it appears, the decisions about what's to be kept and what cut have been made.

What are the criteria for using a story - news value or educational value? "A bit of both," says Doyle. From watching them, it seems that they're really after juicy bits of idiomatic French that can be flashed up as subtitles and then explained thereafter, using unsubtitled extracts from the French output.

It works. By the time I've seen the interview with the Sudanese hostage's mother three times, I understand it fully. The phrase to be home in on is *pourvu qu'il soit là* (As long as he's back...). I also learn the meaning of *tous azimuts* as applied to French NF leader M Le Pen: he's been dashing about "right, left and centre" in his campaign to win local election seats. How is President Chernenko's *torse rigide* to be dealt with? Stiff torso? Rigid thorax? "Stiffness in the chest" is arrived at by consensus.

The office seems to be awash with papers. As Doyle and Cuert write the links, they're typed and duplicated. Elsewhere orders for captions, orders



for video inserts, orders for sand-wiches are all being prepared and distributed.

9.40pm. To the studio gallery, to watch recording begin. The place is also full of paper. The Monte Carlo story is summarily axed for lack of time. Chantal and Terry confer, bilingually. The technicians jinglingly Jeer a duff bit of French editing. Everyone likes the flamingo story. A bird escaping from the freezing Camargue lands exhausted, on the point of his *chant de cygne* (swan song - get it?) in Corsica, and is revived with a hair dryer. Who

says the French are unsentimental about animals?

10pm. Recording starts. The show bristles with video effects. It certainly won't look as if it's been put together fast. Everyone eyes the clock, warily. There's lots of stopping and starting. Chantal looks amazingly calm.

11.13pm. Recording finally ends, with nearly 30 minutes before air time - a luxury by *Télé-Journal* standards. Suddenly, in the studio, Chantal looks worried. "Terry, I think I've spotted a mistake on page one..."



Fulley comprehensive

CHILDREN'S TELEVISION
 Behind the Bike Sheds
 TV, Tuesdays, 4.20pm until March 5.

Lives are changed behind the bicycle sheds in many schools. At least they always used to be. Caught there, in *Behind the Bike Sheds*, a boy burning a hole in the blazer pocket, one grew up. The very next became a battle honour, another stage passed on the road to adulthood.

But to judge from *Behind the Bike Sheds*, a lot more than crafty smokes among the school-keeper's ladders and

mops goes on there today. Yorkshire Television's new children's series has the genuine whiff of fourth-form rebellion. Its kids raise two nervous, ever-so-slightly-nicotine-stained fingers at adult authority - and then, surprised and appalled at their own temerity, pulling them ever-so-smartly down again, smiling at the while a winsome, gap-toothed smile.

It's irresistible; an anarchic, rangy show with a sort of story and a continual cheeky irreverence. One-line gags - there's this kid who's transformed from Strange Hill - come

particular link with the television programmes.
SCHOOL'S OUT (Wednesday 10.48, ITV)
 Why was YTS set up? What does it hope to achieve? What happens to those who have completed a scheme? School leavers hear comments from trainees, trainers and the MSC.

MEDIA STUDIES: RADIO WORKSHOP (Thursday-Friday 00.30, VHF4)
 A short series to provide material on the exploitation of radio. Areas covered are making and editing a programme, drama techniques, types of presentation and styles of news.

HONOURABLE MEMBERS (Wednesday 12.30, BBC2)
 What are MPs? How are they selected? These programmes give opinions of past, present and prospective MPs with documentary film of notable political events.

PLAY TENNIS (Thursday 11.55, BBC2)
 Derek Horwood introduces beginners to his own particular step-by-step method, of learning how to play tennis.

High unemployment, low morale

SCHOOLS TELEVISION
 Going to Work - Life Skills
 BBC2, Mondays 9.38 until March 25.
 Fridays 11.44 until March 29.

This series concerns itself as much with being unemployed as it does with setting a job, yet it's curiously unchallenging about the unemployment picture as a whole. "I don't like seeing kids on the dole," says the paternalistic factory foreman to a troublesome YTS trainee who's unlikely to get a job at the end of his scheme, "but kicking up against it only hurts yourself."

In the same episode a 16-year-old unemployed youth leaves home in search of work in London, only to be told by a Social Security officer that seeking work so far from home might jeopardize his benefit.

Sadly, events in the real world have taken over those of the fictional world in this five-part series of soap operettas. Now 16-year-olds who leave school without a job are ineligible for benefit and therefore more or less obliged to go into a training scheme. Nevertheless, the message from the national employment picture is so bad that young people shouldn't leave home to seek work. Both his and the foreman's advice promote the idea of resignation to the situation; and teachers, especially those who work in high unemployment/low morale areas might like to take issue.

The rest of the five episodes (which can be treated as a serial or used individually) is much more positive, setting out to show the skills that a young person needs to develop in the transition between school and work. It centres on a family with two sons

and a daughter. The older son Gary has, with the aid of his five examination passes, got a job in a town away from home, at the same workplace as his sister. Gary's character is quite well drawn. He's a bit smug about his exams and his job and to start with has the firm conviction that the world owes him a living.

As is to be expected, the first couple of episodes extol the virtues of being well qualified, punctual, eager to learn and able to form good relationships with workmates. Bill Lyons's scripts make it very clear that the most important thing to develop is the right attitude, and Gary's ham-fisted encounter with an irate client is an object lesson in how the wrong attitude can cause a great deal of trouble.

In fact, the odds do seem to be heavily stacked against Gary. Not only is he the only one to have a secure job in a workshop full of YTS trainees, he's also suspected by some of his peers of being helped into the job by his big sister. Perhaps this is another job-hunting tip - don't be afraid of a bit of nepotism.

The story is necessarily compressed, perhaps too much so to be entirely believable, but there's good use made of the dramatic form both to inform and to provoke classroom discussion. The characters seem, altogether plausible, although the acting is a bit inconsistent.

Why do some actors adopt that slightly larger-than-life acting style for Schools Television? Invariably it comes across as rather patronizing. Perhaps significantly, the younger actors in *Going to Work* seem to suffer less from this; the situations the plays depict may be more real to them.

Michael Gordon

4 Television Programme Recording

Tapes Available for Week Commencing Sunday 24th Feb 1985

Sunday 24th February
 17.30 The Business Programme
 fee code F
 22.15 City General: Were All Here To
 Look After Patients? fee code B
 Tuesday 26th February
 15.45 Years Ahead fee code B
 Wednesday 27th February
 18.30 The Living Body
 Internal Defences fee code E
 20.30 Diverse Reports fee code B

Friday 1st March
 16.00 Bull in Britain: If You Go Back
 Long Enough, We're Stone Age Man
 fee code B
 20.15 A Week in Politics fee code B
 Saturday 2nd March
 13.00 Everybody Here II fee code C
 For More Information Contact
 TV Recording Licence Dept.
 GUILD LEARNING
 Guild House, Peterborough PE2 8PZ
 Telephone (0733) 83132

SCOTLAND'S GREAT DEBATE

Scottish higher education is at the cross roads, with the Scottish Tertiary Education Advisory Council set to review how best it can meet the demands placed on it, as it heads into the twenty-first century.

A four-page report, first published in *The Times Higher Education Supplement* on December 14, 1984 sets the scene for Scotland's Great Debate, looking at the present system, the proposals for reform made to STEAC, previous attempts to plan higher education, and the way ahead.

Reprints of this feature are available, price 30p from Lesley Griffiths, *The Times Supplements*, Priory House, St John's Lane, London EC1M 4BX. Please make cheques/postal orders payable to *The Times Higher Education Supplement*.

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EXTRA SCHOOL VISITS



The best laid plans...

You may have done it all before - but there is always a first time.
Lois Lynn-Smith offers her advice

Before embarking on a full-scale excursion, give the pupils initial local training in fieldwork. A short walk will pinpoint the most obvious difficulties of managing a class outside the classroom.

Do you walk at the head of the crocodile where you can lead, but are unable to see Johnny lobbing a bottle into a garden or Susan tugging Anno's pigtail to her belt? Or try the rear, where although you have a reasonable view of the class, it necessitates an undignified race alongside to prevent the leaders taking an unscheduled diversion or two idiots flattening a hedge? The middle would seem to be the answer, but this inevitably means walking in the gutter.

Choose reliable leaders who will stop when a route requires negotiation. They will neither race ahead nor cause a concertina syndrome. Emphasize that others are entitled to use the thoroughfare, babies/shift workers may be sleeping and dogs habitually leave trade-marks.

On reaching the objective or area for study, encourage on the spot observation and recording. Try to walk along with an awareness of socially acceptable behaviour, principles of conservation. It is not a good idea to denude a bank of daffodils, remove stone from walls, clamber over ancient monuments or, huff! objects over bridges - railway or otherwise.

When the children have become accustomed to forays away from school without complete disruption of the neighbourhood, it is time to prepare for the major visit. I feel very strongly that any educational visit should be an integral part of the class scheme and not an excuse for an outing.

The key is meticulous organization. Confirm all telephone bookings in writing and keep a carbon copy. My biggest disappointment was the cancellation of a long-planned visit because a promise by telephone that all arrangements would be made for us was not honoured.

Ideally, the teacher should make at least one preliminary visit and become familiar with the site and its amenities. Enlist the help of curator/warden/guardian/owner. Enquire about party rates, educational provision, toilet facilities (the portaloos at one site were removed after the tourist season and we had to drive eight miles to the nearest toilets) and where packed lunches may be eaten or bags left. Is photography or rubbing allowed? What will you do if it rains?

Once I was unable to reconnoitre the site. In spite of exhaustive enquiries, on arrival we were refused permission to eat lunch on the grass and had to trail back half a mile to the car park. In the house the floors were uncarpeted boards - it sounded as though we were a multitude, in proof of which the curator kept coming and counting the children, convinced I had underpaid him.

Pay attention to clothing, especially footwear. Sandals are not suitable for a farm visit and stately homes will not appreciate muddy wellies. Flip-flops or clogs are a hazard anywhere and best clothes are never the order of the day. Ensure that each pupil has a weatherproof coat. One bag of voluminous capacity is preferable to numerous articles of hand luggage and will cut down on "hunt the lost" time.

Discourage breakable flasks and glass bottles; disclaim any responsibility for binoculars or cameras; enclose plastic snap-lid beakers in plastic bags. I experienced one damp, sticky ride sitting on an orange-juice-soaked skirt, trying to dry it.

Collect all entrance fees, tickets, etc. beforehand and place in labelled envelopes. The pencils on to clipboards with string and pencil sharpener in your pocket. Discover those children likely to be travel sick. Seat them near the front, armed with a plastic bag, and watch for the onset of pallor. Insist on a shout of "stop" at the appropriate moment.

Just hope it will not be on a busy street or in an accident black spot. Not

all drivers are as long-suffering as he who got out his sawdust and shovel three times on one journey for the same child. Forbidding the consumption of food, particularly fizzy drink and chocolate biscuits, on the outward journey, does minimize the likelihood of anyone being sick.

Take a supply of plastic bags, towel, damp flannel, tissues, first aid kit, safety pins and a dustbin liner (for litter). On the coach, make ashtrays, ventilation ducts, opening of windows and chewing gum verboten - the driver will be your friend for life.

Make a detailed timetable and endeavour to adhere to it. Avoid excessive travelling and allow adequate time on the site. Keep numbers of children per adult small - six is ideal. Co-opt parents or other interested bodies. I use those who help in the school on a regular basis and who know both me and the children.

Brief well, provide with timetable, worksheets, guides, etc. and allocate one to each group. Avoid putting parent and own child together. Don't forget change for toilets and for those who have no pocket money. Set aside a special time when they can shop, buy ices and generally let off steam. Fix a meeting point in case anyone gets lost.

Place problem children under the teacher's particular care. The teacher has overall responsibility for the group and must always be within reach. I once saw a class of children pushed inside a cathedral with the instructions to stay there for an hour and complete a questionnaire while the staff went off to drink coffee.

Make worksheets relevant and not onerous. Above all, suit them to the ability of the child. A personally well-liked and tested method is to give each pupil some general questions and each group a specific assignment, either in the form of a collective exercise or individual tasks. Allow sufficient time for browsing.

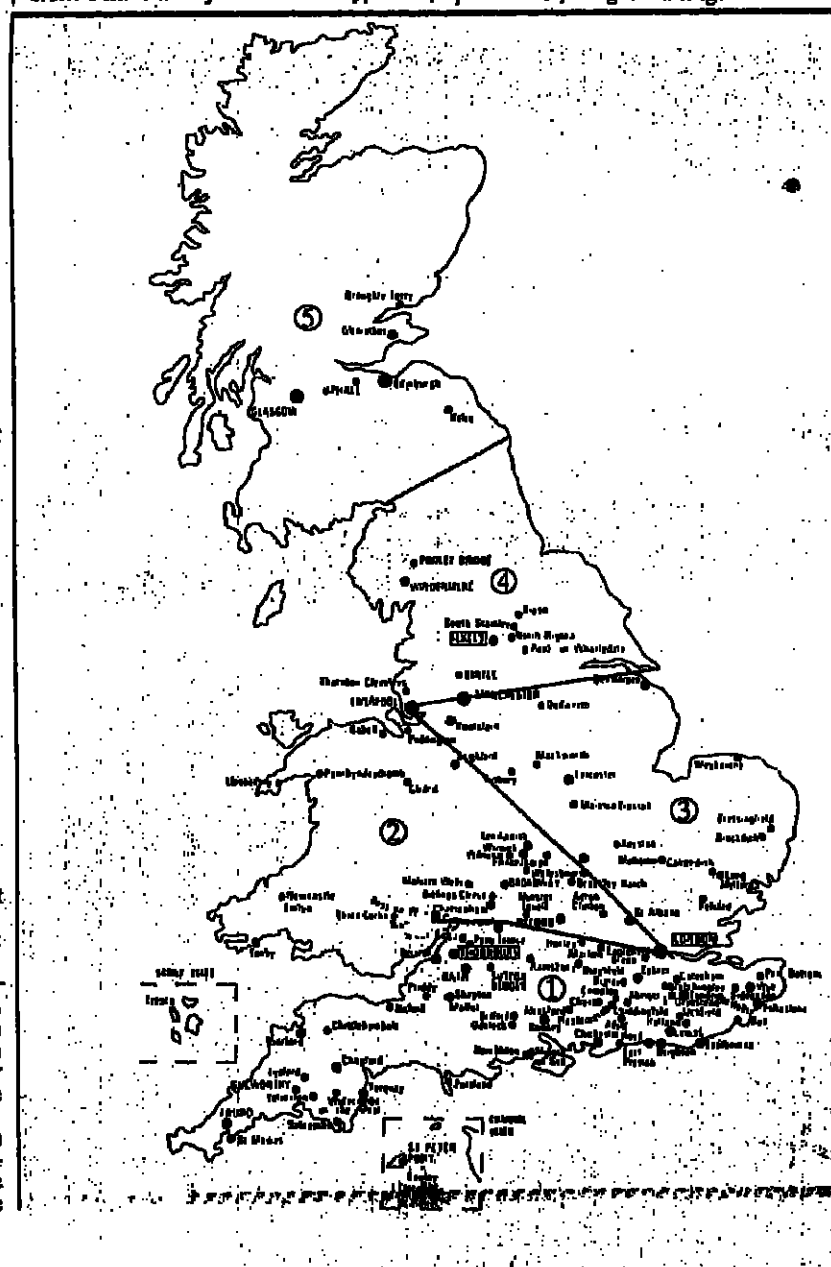
Ideally make two visits, the first in the form of an introductory semi-guided tour, the second later when the acclimatization should be on discovery by the

children. When only one visit is practical, decide when most educational benefits will accrue.

At the conclusion of the project, it is a good public relations exercise to have some kind of feedback to the site. This can be in the form of letters, résumé of work undertaken, invitations to school and, where relevant, suggestions for improving educational provision. I have always found this type of

communication to be greatly appreciated by the recipients and sometimes there are bonuses for the children. It also means preferential treatment if a future visit is ever planned with another class.

Educational visits, if well conducted, are excellent vehicles for improving the image of the teaching profession, so get visiting!



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Applications from the school minorities will be welcomed.

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Dunham Road, Newbury, N.O.R. 130.
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Very much in the know

The Isle of Wight Guide for Teachers reviewed by Mary Cruickshank

The Isle of Wight Guide for Teachers produced by the Teachers' Centre on the island is packed with information and advice. It is written by islanders very much in the know - teachers and librarians, members of the Natural History Society, the curator of Sandown Geology Museum and representatives of the field study centres and of the tourist board.

The island is, of course, a wonderful place to take a group of school children for a day visit or longer. It is full of historical, geographical and literary interest as well as being scenically beautiful and the short ferry trip across the Solent waters can generate a feeling of excitement and anticipation normally associated with more exotic journeys.

The guide, which is free, comprises 54 loose-leaf pages, which should be clamped into an A4 file as soon as possible. It first considers the important safety factors, pointing out where the steep cliffs and overhangs are and the danger areas on beaches where it's possible to be cut off by the tides. Children should not be allowed near the base of the cliffs at Alum Bay to gather the multicoloured sand, nor are

High Down, Freshwater and the coastal area between Yarmouth and Newport with its dangerous mudflats and some of the best places to visit with groups of school children. The excellent National Association of Field Study Officers Code and Recommendations on Field Leadership contains guidelines for both the planning and 'on site' stages of a visit. It is reprinted here and offers good advice on how to make a trip as informative, well-structured, safe and enjoyable as possible.

There is an enormous variety of places to visit on the island, the guide lists over 30, including major houses and mansions, the Benbridge Lifeboat Station and Maritime Museum, and the Snuggling Museum at Ventnor, craft workshops, a steam railway at Havenstreet and a Model Railway at Cowes, the famous Lilliput Museum of antique dolls at Brading, wildflower parks and botanic gardens.

Among the establishments offering educational facilities are the New Town Estuary Local Nature reserve where a nature trail contrasts the habitats of saltmarsh, meadow and woodland. Bird reports as well as checklists of animal life and plants are

available at the centre. The Roman Villa in Newport has a very complete built-house suite and some small groups of mosaic floor. At nearby Carisbrook Castle museum there is a limited number of free passes for school parties. Benbridge Windmill, the Needles Battery and the Fort Victoria Country Park also cater for school visits. In each case, the guide gives names and addresses for booking details and further information.

The section on nature trails contains material that would apply equally well to all fieldwork. There is a list of trails varying between two and six miles and town trails for Cowes and Newport. Details of long distance footpaths, including the 65 mile coastal footpath are also given.

The comprehensive section on geology offers geological maps of the central English channel and the island and cross sections of the Sandown and Brixton anticlines as well as a detailed commentary. Field excursions to Brading Down, Culver Cliff and Alum Bay are described.

The island's archaeological collection has been removed from Carisbrook Castle Museum, but there is a

temporary display containing a selection of material from the museum at Benbridge Library. It is advisable to view this before visiting any of the archaeological sites. Among these are the bronze age barrows and the important Roman villas.

Worksheets to identify and study times of biological interest, including the special seaweed of the Isle of Wight, *Sargassum muticum*, are included in the Natural History Section, together with an outline map of the island to be duplicated and used in recording places visited and the various sightings made. Brief sections on tourism, the recent economic history of the island and its agriculture conclude the pack.

There is ample information in the guide to work out an appropriate itinerary and a reminder that the general rule is for tours to travel clockwise round the island - especially important around Niton and the Undercliff, where the roads are very narrow.

The Teachers' Centre in Newport offers an extensive list of publications as well as a variety of services to visiting schools. If required it will put teachers and school groups in touch with a local expert on a particular subject. Perhaps their most friendly and helpful suggestion of all is "If you get stuck, give us a ring."

● The Isle of Wight Teachers' Centre is in Upper James Street, Newport, Isle of Wight, PO30 1LQ. Tel Isle of Wight 524233.



Richmond initiative

Hampton Court Palace and Kew Gardens aren't the only attractions of Richmond upon Thames, says this London borough's Tourism Association. Between those two tourist meccas is, for instance, Ham House. This Jacobean mansion has been meticulously restored by the Victoria and Albert Museum, using a 1679 inventory.

There's Marble Hill House, a Palladian villa built for the mistress of George II, filled with period furniture and paintings. Orleans House Gallery,

attached to the 1720 baroque Octagon Room, houses exhibits ranging from local crafts to touring art shows arranged by the Arts Council of Great Britain. Nearby are Syon House, the Kew Bridge Engine Museum and Gunnersbury Museum.

When the Richmond upon Thames Tourism Association (RuTTA) was formed in 1979, it aimed to encourage tourists to visit the borough's lesser known attractions. Why not invite school groups too, suggested Susanne Groom, a former teacher employed as a RuTTA research assistant.

She compiled a comprehensive education pack containing leaflets from major and minor venues in the borough, background on how to plan an educational visit and information about conservation. She also prepared a chart summarizing facilities for school groups at each of the historic houses, museums and gardens in the borough and the surrounding neighbourhood.

Most venues, she discovered, were keen to provide background for teachers. They offered guided tours and worksheets for pupils. Curators, though, were waiting for teachers to approach them. Teachers, meanwhile, were reluctant to contact lesser known attractions, preferring to play it safe by taking groups to tried-and-true locales.

When the education pack was first offered to teachers at the 1984 Heritage Fair in London, it was made clear that the information it contained - including details of admission prices, coach parking and catering - filled a gap.

Marble Hill House, for example, runs an in-service course each year enabling teachers to introduce the house to children from 9 to 13. The Building Conservation Trust gives introductory talks to groups of students visiting its Care of Buildings exhibit. Permanently housed at Hampton Court, the exhibition shows how houses and their constituent materials react to changes of environment.

Gunnerybury Museum not only will put together suitable worksheets, but also provides clipboards and pencils. Ham House can accommodate school groups in the morning, when the building is normally closed to the public.

After seeing the education pack, the local teachers' centre asked RuTTA to arrange for speakers from several venues to discuss educational opportunities in more detail. This programme, too, proved popular with teachers, so RuTTA is now offering similar talks to all teachers' groups.

RuTTA will also help teachers plan a combination of activities for a day's outing. This can be based on a single theme such as royal residences, or might blend places with parkland.

● For an education pack or further information, contact the Richmond upon Thames Tourism Association, York House, Twickenham, Middx. TW1 3AA. Tel: 01-892 8696.

Marsha Hanlon



Broadlands the elegant Palladian Mansion home of the late Lord Mountbatten.

Broadlands Stratfield Saye

Broadlands has many royal and historic associations, but is best known as the home of Lord Mountbatten. He wholeheartedly supported the preparations to open the house to the public in May 1979. He was killed in Ireland three months later. Lord Romsey, his grandson, and Lady Romsey, whose home Broadlands now is, continue to welcome visitors to this elegant Palladian mansion in its superb setting by the River Test in Hampshire.

The beautifully decorated and furnished rooms contain fine collections of paintings, porcelain and neo-classical Greek and Roman sculpture. The first Viscount Palmerston purchased the estate in 1736 and his grandson, the Victorian prime minister, lived here until his death in 1865. Among the memorabilia are plans from the Crimean War displayed on his desk. The Mountbatten Exhibition in the 17th century stables provides a fascinating record of Lord and Lady Mountbatten's lives and particularly of Lord Mountbatten's naval career and his achievements as the last Viceroy of India.

School parties are welcome throughout the season, from April 1 to September 30. The house is closed on Mondays - other than in August, September and on bank holidays. It is advisable to book in advance and teachers are invited to a free preparatory visit and the opportunity to discuss their particular curriculum requirements with the senior guide, Barry Sherratt. Admission charges for children aged 5 to 14 in groups of not less than 15 is £1 per child with the teacher in charge admitted free. The rate for children over 14 is £1.80.

● Further details from Barry Sherratt, Senior Guide, Broadlands, Romsey, Hampshire SO5 9ZD.

Marsha Hanlon

MC

Regular newsletters and an impressive 26-page teaching pack are among the carefully researched resources on offer, free to teachers, by Stratfield Saye House near Reading, which was a runner-up in this year's Sandford Awards.

Bought by a grateful nation for the first Duke of Wellington after his victory at Waterloo, the 17th century mansion is still a family home, though the treasures that include a beautiful Roman mosaic floor, a collection of gilded pieces of Shakespearean scenes and Regency furniture.

The pack, which was written by teachers, has detailed background material on the period from 1700 to 1860, such as changes in agriculture, the growth of industry, housing, politics and typical salaries from lords to labourers.

The achievements of Wellington himself are also covered, complementing an exhibition devoted to him in the stables there.

Part of the grounds now form the Wellington Country Park, with a large boating lake, farm animals and nature trails. The National Dairy Museum, which opened there seven years ago, depicts the development of milk production up to the present day and has a variety of old machines on display.

There are 'Spotter Packs' for children on the house, and park and a worksheet on the museum. Newcomers are sent regularly to schools after a visit to help with follow-up projects and by way of encouragement to return.

● Details from Wellington Estate, The Wellington Office, Stratfield Saye, Reading RG7 2BT. Tel 0434 882882.

Gillian Thomas



Models showing designers and technicians working on the first plans for a studio production.

TV overview

Nick Baker recommends the IBA Television Gallery

Any teacher who has tried to organize an educational tour of a television studio will know that it's not an easy task. Only one television company, London Weekend, organizes such tours on a formal basis and its waiting list is formidable long.

For those just about to embark on a media studies/film/communications course, though, a visit to a television studio, with all the attendant excitement and glamour, may not offer the best educational mileage to teachers and students. And of course, excitement and glamour can sometimes be very distracting. For an "overview" of television history and practice, a better bet could well be the Independent Broadcasting Authority's Television Gallery, opposite Harrods in London's Brompton Road.

The gallery was set up some 16 years ago when the public relations value of demonstrations of the magic of television, together with the inevitable celebrity appearances at events like the Ideal Home Exhibition began to pall. A permanent display area which could change to suit new broadcasting developments was considered more useful by the independent companies.

The gallery provides, through working models, "son et lumiere" style audio visual displays, film, slides and video, a complete history of television from its invention to the present day. It even does some useful background work with working demonstrations of a Zoetrope (a Victorian animation device that looks like a revolving lampshade) and of a hand cranked movie projector (circa 1904). Both of these pieces are originals, as are many other exhibits in the gallery. As well as refreshing one's memory about the history of radio broadcasting, visitors get a gratifyingly simple explanation of the principle on which television works. "All you need to remember is that electrons move in straight lines and can be controlled by magnets," says gallery director Mike Hallett. It's all a bit mystifying until he demonstrates on a simple tube with a horseshoe magnet.

There's a one third scale model of

the Alexandra Palace pre-war BBC studio and a very good account of early broadcasting. Between 1936 and 1939 there were two separate systems in operation for transmitting. This meant that because there were no "dual" sets, the handful of TV owners could only watch one out of two weeks' output. A pre-war set, incidentally, cost about the same as a small family car.

As the gallery tour moves towards the inception of the independent companies, you can sense a bit of commercial television tub thumping, particularly in the animated account of the function of television advertising. ("Somebody wants to sell something to somebody else - and the best of luck to 'em.") The financial statistics in this part of the tour need an update.

Perhaps the most instructive and well presented part of the tour is the account, courtesy of ITN, of how a news story reaches the screen. Using a clever combination of projections and video, the account - from the breaking of a (fictional) story of a plane hijack to its happy conclusion - shows the surprising amount of man hours and hardware that goes into the business of daily newsgathering. There's a vivid capturing of "The News behind the News" in this item.

Other elements of the tour include displays on educational broadcasting, independent radio and the creation of television drama from script to screen. Specialist lectures can vary the tone of the tour to suit all ages, can weight the tour, if requested, to suit special interests and are more than willing to answer questions. If they don't know the answer, they'll obligingly dip into the adjacent reference library and find it out for you.

● The IBA Television Gallery, 70 Brompton Road, London SW3 1EY. 01-584 7011. Tours are free of charge to groups no larger than 30, minimum age 16 years. Physically handicapped access available. Tours at 10 am, 11 am, 2 pm, 3 pm each weekday. Teachers are welcome to make preliminary visits, the gallery is open during school holidays. Party bookings should be made two or three weeks in advance.

English Heritage is a new commission for the conservation and interpretation of the country's listed buildings and scheduled monuments. Previously they were the direct responsibility of the Department of the Environment. In addition, it is responsible for the day-to-day management of 400 of them which are open to the public.

With part of its £54 million annual budget specifically earmarked for educational purposes, four new education officers are now working under the principal education officer, Alison Heath. Three have regional responsibilities, based at 15 Great Marlborough Street, London W1V 1AF (01-734 6010).

The fourth, Gill Durbin, has been seconded to the Department of the Environment to set up an education service for the Royal Palaces and

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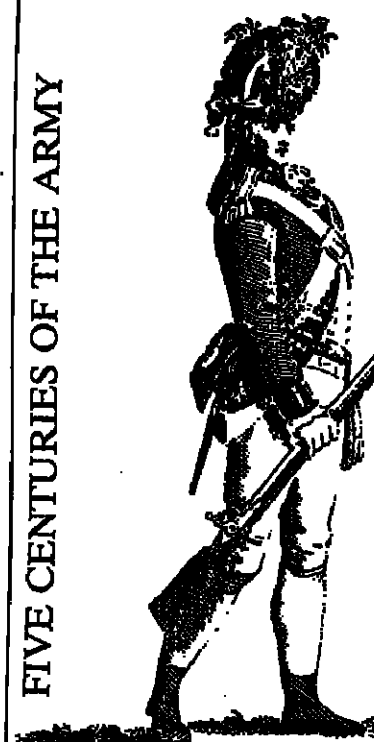
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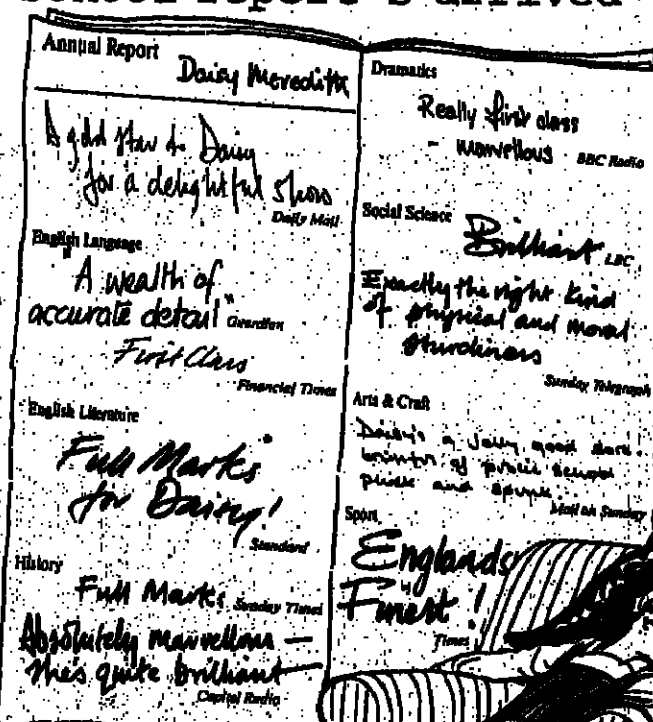
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"Golly" cried Daisy, "the school report's arrived".



DAISY
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EXTRA

Truffles, tripe and trout

Nick Baker visits London's famous food markets

The New Covent Garden market at Nine Elms in South London is a self-contained commercial city where 3,000 people work and many more visit daily to buy and sell fresh fruit and vegetables. Catering for the huge distributors, importers and retailers down to the single-man street burrow business, the 66-acre site took over when the original (eight-acre) site grew to bursting point.

Like the most exciting cities in the world, the market is at its most lively at night, when between 12 and 4am the produce arrives and buyers from wholesale and retail fruiters, hotels and restaurants seek out the most appetizing produce from Britain and around the world.

On average, 70 per cent of the merchandise is imported. On both sides of two "streets" which together are a quarter of a mile long, the produce is arranged by the individual sellers as attractively as in any high street store, to catch the buyer's eye. Most wholesale businesses are general fruit and veg, but occasionally you come across a specialist, where exotic produce is on display to catch the eye of the high class restaurateur or hotelier.

Here you can buy Zambian or US strawberries all year round, fresh herbs, Italian red lettuce, Brazilian papayas, tiny Italian wine grapes, or the weird looking Thai mangosteen - a favourite for truly exotic fruit salads. One wholesaler deals almost exclusively in mushrooms, from the humble button to the more extraordinarily shaped chanterelle, cep and oyster varieties. The healthy, fleshy beef mushroom would look more at home at Smithfield. "Any truffles?" I ask one wholesaler. "Plenty," he replies with comic woe. He thought I'd said "truffles".

Cockney good humour is still an attraction, although the hi-tech surroundings designed for bulk movement, efficient storage and quick sale are hardly as picturesque as the old market in the West End. Some traditions remain. The defiantly Cockney pubs still have their own odd licensing hours, and like the old days, business is done on credit across the old fashioned "sit up and beg" desks reminiscent of the Dickensian classroom.

In the nearby flower market, controlled at a steady 14 degrees C, an altogether more genteel atmosphere persists. Governed even more by seasonal variation it's at its busiest around Christmas and Easter, at its slowest in the summer. Alongside the predictable geraniums, carnations and orchids (£5 per stick of five) there are ornamental gourds, bulbs, gigantic houseplants, rare blooms and even artificial flowers and foliage. Like the fruit market, much of the produce has travelled thousands of miles, yet still looks freshly picked.

There is less to pick from at London's oldest wholesale market, Smith-

field. Although you may see rabbit, pheasant, quail, duck and venison in the poultry market (and chicken and turkey, of course), in the meat market it's cow, pig and sheep meat in about equal measure. Strikingly the site was "Smithfield" - the nearest place outside the city wall where livestock could graze, awaiting slaughter. Eventually, the Victorian City of London Corporation decided to separate slaughter from sale, and built the magnificent brick and iron structure, most of which still stands. The original poultry market burned down in 1958 and is now a modern building, but the rest is a fine example of Victorian architectural engineering, more or less railway station style.

At midnight, lorries from Holland, Ireland and Scotland arrive and men called "puller backs" drag the huge sides of meat on to the tail boards. The pitchers then carry the meat into the individual wholesale outlets. At 5am, one of the 22-strong market police force rings a bell in Grand Avenue, that is the signal that trading may start. It's holy writ that no buyer can leave



the market with more meat than he can carry in his arms, and it is the "bum-maree", with his heavy cast iron cart, who takes the meat from the shop to the buyer's lorry.

There are no fixed prices, but maximum and minimum prices for individual meats are posted daily to form a guide for the following day's trading.

It all sounds a bit brutal and primitive - in fact it's not. The meat is hung surprisingly neatly, there's very little floor mess and a team of environmental health officers can send a man off the market for having too bloody an overall, or an illegally loaded cart. These iron carts, which can carry 20 or 30 grinning pigs' heads or a dozen or more lambs, are steam cleaned weekly.

If you go to Billingsgate fish market in London Docklands, wear some tough shoes or boots (because the floor is perpetually wet) and some old clothes (because you'll leave slightly smelly) and above all, look behind you. Much more compact than the



fruit and meat markets, at 6.30am the market is frenetically busy and the porters' trolleys can easily knock you flying. Perhaps a pair of sunglasses wouldn't go amiss, because the light is dazzling - buyers rely more on their eyes than their noses and the slightest discoloration can be noticed by the connoisseur.

Few of the porters wear those thick hard leather bowlers that were once a commonplace at the old market near the Monument, but you can still see the crab holers and the heaps of dirty moving lobster awaiting their fate.

One stall in particular is well visited. C. J. Newnes and Partners specialize in fish flown in on ice from the Seychelles and the Indian Ocean, fish with wonderfully poetic names like Emperor Bream, Vana Vana, Pasa and Rubilfish, Wahoo and Violet de Mer. These latter are a type of opah that look like lumps of drift wood on the outside and custard sprayed with ink on the inside.

On my visit, the boss sliced one open, scooped out one half and swallowed it raw, offering me the other. I wasn't that I was cowardly. It was just too early in the morning. And of course, there was no lemon.

- The New Covent Garden Market, Nine Elms Lane, London SW8 5NN. Contact the information officer: 01-720 2211. There usually start at 8am and last 1-4 hours.
- Smithfield Market, Supermarket Office, Grand Avenue, London EC1. Contact John O'Connor 01-236 8734. There start around 8am. 16-year-olds and over, preferably with interest in catering, poultry etc. 15 maximum per group.
- Billingsgate Market, West India Quay, London E14 6BT. Contact Alan van Veggel 01-987 1118. No tour vehicles. Market can be visited at 7am. No more than 10 per group - age range at superintendent's discretion.

Wookey: not just caves

Since Palaeolithic times people have been visiting the limestone caverns at Wookey Hole in the Mendips, Somerset. Formed by glaciers, they include the massive "Ninth Chamber", the largest in the Mendips.

From a wooded cutting in the hillside, a long tunnel leads first to the Great Cave, its spookiness heightened by the legend of an Old Witch. Her eerie stone outline is lit in green as it overlooks the still water at the foot of a craggy domed roof.

Having bought the caves in 1973, the Madame Tussaud's organization initiated surveying and excavations. Costing £72,000, they succeeded in opening up a new tunnel to the Ninth Chamber, which now enables visitors to walk along a quarter-mile route. A narrow, built-in steel catwalk leads through fissures in the rocks over the river Axe, which flows right through the caves, and then right along the walls of the slender, deep canyon. Emerging into the wooded hills,

the pathway leads beside a tiny canal to another cave, the Hygeia Den; human and animal remains found there have been dated at 30,000ac.

But Wookey is not just caves. Thanks to its location beside the rushing river, paper-making was a thriving industry there 200 years ago. Indeed the Wookey Mill, one of several, became famous world-wide for its hand-made vellum. Now, after a severe decline, it has been renovated and is back in regular production.

In the high mill building, old paper-making machines are on display together with cotton rags and sacks of caustic soda, which was used to treat them. There are also examples of the old paper, a beater room, visitors see cotton fibres being pulped with large iron rollers.

Then, in the vat house they can watch papermakers at work, shaking the liquid paper across special slatted wooden frames and then turning the moist sheets on to felt to be squeezed dry by a Victorian hydraulic press which takes 100 at a time. Lastly, the sheets are hung to dry over hair ropes in tall drying lofts.

Wookey's fine art paper is greatly in demand by artists because it absorbs water colours particularly well. Sheets of varying thickness are on sale in a small shop there.

Another part of the mill has been turned into a storeroom for Madame Tussaud's old wax models (including young versions of the Queen and Prince Charles) and costumes, such as suits worn by the Beatles and one of Princess Diana's evening dresses.

Fairground art is yet another feature of Wookey Hole. It was collected in the 1960s by Lady Bangor, a London antique dealer, when many fair were replacing the brightly painted wooden animals with their roundabout with fibreglass versions.

The result is a unique collection of highly decorated figures restored to their original gaudy glory. They are displayed in a fairground setting complete with hurdy-gurdy music played on splendid old pipe organs.

Visits to Wookey end at a museum where the development of wool and geographical development of the area is illustrated with models and charts. On show, too, are Iron Age and Roman objects.

- Although school groups need not book in advance, it is worth doing so. There is also a heated swimming pool, open from June to August. Groups: £1.50 per child; swimming 50p. Wookey Hole, near Wells, Somerset; Tel 0749 72243.

Record
breakers

First the book, now the exhibition. The Guinness World of Records, recently opened in the redeveloped Trocadero building at Piccadilly Circus, providing a lively new attraction in central London.

With approximately 15,000 records from which to choose, the designers had plenty of opportunity to make it varied. A selection of amazing feats is illustrated within six themes - humans; animals; planet earth; structures and machines; sports; entertainment. The result is a successful mixture of information and fun.

Within each section, the presentation is pleasingly varied too. Models, charts, press-button animation and videos with colour lighting effects and sounds combine to show everything from record-breaking snores, sneezes and yawns to sporting achievements, as well as things like the windiest, wettest, hottest and coldest places on earth.

A realistic-looking Robert Wadlow, nearly nine feet tall, towers over the entrance, accompanied by film clips of him from the 1930s. Alongside is a model of diminutive Pauline Musters, who grew only two feet tall. A caricature of the world's heaviest man, over 76 stone, stands beside a large pair of scales on which groups of visitors can stand for comparison.

The designers worked closely with the Natural History Museum to illustrate a variety of animal facts. These are followed in a contrasting space-age setting by "planet earth" displays which include scale-models of London's most famous buildings dwarfed beside others round the world.

Similarly Ben Nevis is compared with Everest in an imaginative panorama of natural wonders such as canyons waterfalls.

In the sports section, it is hard to believe that Robert Beamon jumped more than 29 feet in the 1968 Olympics



The world's tallest man - nearly nine feet tall, at the Guinness World of Records

when you see the distance actually marked out. Details of every major sports record are kept on computer and can be called up on video displays.

I found myself lingering longest over the nostalgic section of entertainment records, like the first TTV commercial (for SR toothpaste), tracks from Beatles hits, and clips from films like *With the Wind and ET*.

Inevitably, as records get broken, changes will have to be made. How-

Margaret Harrison

Where to stay
in London

by Gillian Thomas

Plan well ahead, avoid Easter and July and remember that "cheap" is not necessarily synonymous with "value" when arranging a group stay in London.

With or without breakfast or other meals, in hotels or hostels, there is plenty of suitable accommodation for school parties. However, as prices are highest when you choose to be centrally based, groups with a coach at their disposal should be able to save money by travelling in from the outskirts each day. Facilities may be better there, too.

While numbers per room and per bathroom/tollet are available when booking, standards of cleanliness, comfort and food are less predictable. The free Hotel Accommodation Service offered by the London Visitor and Convention Bureau (formerly the London Tourist Board) sets standards for all these and vigorously pursues any complaints.

Hence it is a particularly reliable way of making arrangements (26 Grosvenor Gardens, London SW1W 0DU); it also publishes a booklet with maps, on hotels and inexpensive accommodation (£1.25, plus 50p by post).

Provisional bookings have to be made at least six weeks ahead by post and then confirmed direct. Though it only recommends LVCB members, everything from camp sites to large hotels is covered. So a wide price range is available, starting at around £5 for bed and breakfast.

The CTS booking agency (83 Windmill Street, London W1; 01-637 5601) offers a similar service, specializing in student travel, including accommodation in families.

In central London, some of the less expensive bed-and-breakfast hotels in the Paddington and Maida Vale areas

are now working together to offer group accommodation, each providing rooms for about 30.

These include the Delmore Hotel group in Sussex Gardens (01-262 5770), the Leinster group in Leinster Square (01-229 9641) and the Vienna group in Sutherland Avenue (01-286 3294).

College and university halls of residence are another good source of accommodation, usually in single rooms and sometimes with the additional advantage of facilities such as a swimming pool, tennis courts or gymnasium.

However, their availability varies. The majority are free only outside term-time, which lasts approximately five weeks a year more than for schools. Nevertheless, there is some spare capacity for short stays throughout the year.

The ILEA has about 3,000 single rooms at five polytechnics, two higher education colleges and three hostels in central London and the suburbs, some with sports facilities. Prices start at £6 for bed and breakfast, with self-catering or full board also on offer. (ILEA, Cedar Hall, Welham Road, London SW17 9BU; 01-672 0134).

Details of similar accommodation just outside London, and, indeed, throughout the country, is available from the Higher Education Accommodation Consortium, 36 Collegiate Crescent, Sheffield; S10 2BP; 0742 683759.

There is a similar central information service for the university accommodation Consortium, 36 Collegiate Crescent, Nottingham; NG7 2RD; 0602 504571.

Ten of London University's residential halls in the Bloomsbury area have 3,000 rooms available from 26 a night

in vacations. They can be booked through the Bloomsbury Conference Agency, 15 Woburn Square, London WC1H 0NS; 01-636 8000 ext 3448.

Other hostels in London include the YWCA's Central Club in Great Russell Street, London WC1B 3LR; 01-636 7512. It has five-bedded rooms at £6.90 bookable up to three months in advance (and takes boys as well as girls).

There are five youth hostels in London; a classroom is available at the one in Carter Lane, ECA, between October and March. To stay at them, only the teacher leading the group needs to be a YHA member (costing £5), but at least one leader of the same sex is required for every 15 children.

Rates depend on the hostel but start at £2.45 plus VAT for under-16s, with breakfast and meals usually available in addition. Further details are in the YHA Guide (£1.25 or plus 30p by post from Trevelyan House, St Albans AL1 2DY; tel: 0727 53215).

Visits fair

An Educational Visits Fair for teachers in London and the South-east will be held at the University of Sussex near Brighton, on March 2. Exhibitors will come from Kent, East and West Sussex and Surrey and will include owners or managers of castles and historic homes, museums, zoos, activity holiday centres, farms and other attractions with special facilities for educational visits. Details from Jane Tolpitt, Travel Trade Officer, South-East England Tourist Board, 1 Warwick Road, Tunbridge Wells, Kent TN2 5TA; Tel. 0892 93525.

Area One

VISITS TO
PARLIAMENT

9th September - 11th October

The Education Officer for the House of Commons will again be organising a visits programme, from 9th September to 11th October 1985.

The programme is aimed primarily at sixth formers following a General Studies course and is also suitable for those studying subjects with some political content at 'O' level, or equivalent standard. The emphasis will be on Parliament's work and procedure today. Appropriate literature will be provided and teachers are expected to prepare students for their visit. The programme will include an audio-visual presentation and a guided tour of the Palace. The Education Officer will be on hand to answer questions. The whole programme will take about 2½ hours. Parties should, if possible, number 16, 32 or 48. There will be a charge of £9 per group of 16, to cover the cost of the guides.

Teachers wishing to participate in the visits programme should return the booking form below, by 4th April, to The Education Officer, (Autumn Visits), Public Information Office, House of Commons, London SW1A 0AA. Replies will be sent out as soon as possible after that date. The Education Officer will be happy to answer any queries on 01-219 4750/6573.

Name and address of school

Tel No:

Name of teacher organising visit

Number in party (Maximum 48 including staff)

Age of pupils

How will the visit relate to their course of study? (Please state title and level of course)

Dates preferred

Time preferred

(10.15 a.m., 11.30 a.m., 1.30 p.m., 2.45 p.m.)

Date/Times impossible (NB: visits start on 9th September)

Would you require parking space for a coach?

Please do NOT enclose money with this form

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Area One

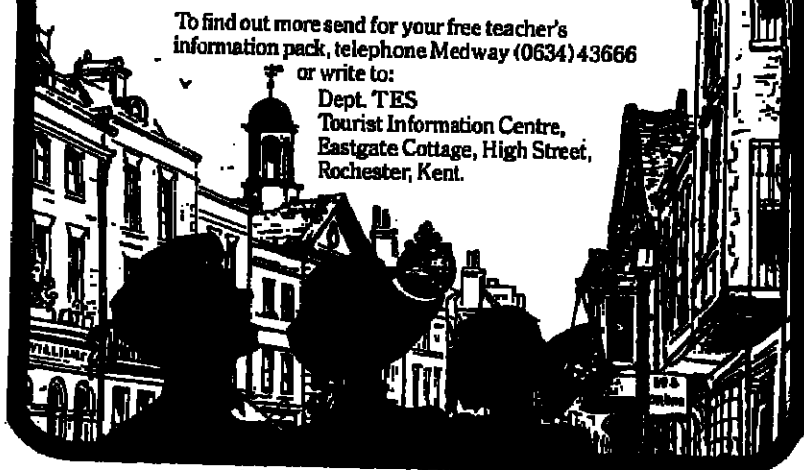
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VISIT THE DICKENS CENTRE

To find out more send for your free teacher's information pack, telephone Medway (0634) 43666 or write to:

Dept. TES
Tourist Information Centre,
Eastgate Cottage, High Street,
Rochester, Kent.



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Tel (0272) 20880 for party bookings and further information. (0454)

THE IMPERIAL COLLECTION (Crown Jewels of the World Exhibition)

Central Hall (Opposite Westminster Abbey), S.W.1.

A fascinating cultural and educational exhibition in perfect facilities from 15 countries of the Crown Jewels and Regalia of the World. Among these featured are France, Russia, Austria, Iran, beautifully displayed in their own show cases. The room is a perfect replica of Napoleon's Throne Room at Paris. This Collection is a must for all school groups visiting London and is recommended by educationalists for its cultural and historical value and is worth over £1 million.

FOR SPECIAL SCHOOL PARTY RATES WHICH ALSO INCLUDES GUIDE SHEET, POSTER AND GUIDED TOUR WITH EXPLANATION OF EACH EXHIBIT ON SHOW PLEASE APPLY.

For more information (Promotional Department)
The Imperial Collection, Central Hall, S.W.1, Tel No: 222 0770.
Opening Times: 10am-5pm Mon-Sat 11am-5pm Sun
Suggested Price: 20p, 10p, 5p

Art at the Athenaeum

"Art Appreciation" is not a term much used by the five education staff based at the Athenaeum in Manchester. Although their job is to get the city's art treasures appreciated, there is precious little lecturing in front of pictures going on, particularly where schools are concerned.

Much more emphasis is put on activity-based sessions which make pupils look long and hard at works of art (jewellery, costume, silverware and buildings, as well as paintings) in order to make their own creations. In a typical example which combines fun and study, lower secondary pupils were encouraged to create self-portraits in the style of the old masters (heavy gilt frames and all) by adding a cutout photo of their face into the space on top of their painted shoulders. The children had to study the poses, expressions and style of portraiture in order to get the best effect.



Teachers were given an introduction to this sort of work in a recent in-service course when they recreated 17th-century life - costume, armour, jewellery, music and all - for a mock banquet at Wythenshawe Hall, whose architecture magnificently reflects the period.

Elwyn Williams, who heads the gallery education service, emphasizes the need for a cross-curricular approach, where "art" can service history, geography, environmental studies or drama. Like his colleagues in other museums, he prefers to create "tailor made" sessions and courses, but there are plenty of worksheets

available on each of the galleries covered. The service's prospectus also can provide a useful chronological guide to Manchester's works of art. For browsers, the galleries in Manchester have a surprising wealth of exhibits that includes 17th-century Dutch paintings, the Pre-Raphaelites, Stubbs, English watercolours, the famous Lowry collection (at Salford Art Gallery) as well as works by Peter Blake, David Hockney and Damien Hirst. The "Science Master of the Crucifixion", recently acquired in a £1.8 million coup, is also well worth a visit.

● The Manchester Galleries Education Service, tel 061-236 9283 is based at the Athenaeum, 81 Princess Street, Manchester M1 4HR. Galleries covered: City Art Gallery, Fletcher Moss Museum, Queens Park Art Gallery, The Whitworth Gallery, Salford Art Gallery and Museum, as well as some of the area's historic buildings. The Athenaeum, which houses a modern collection as well as the education service, is closed for redecoration, but reopens later this year. Schools wishing to use the education service should give as much notice as possible.

NB

Delights of the collection

Mary Cruickshank investigates the educational activities at Dulwich Art Gallery

A famous photograph of the Keeper of Dulwich Art Gallery taken in about 1900 shows him seated, top-hat and tails, reading a newspaper in front of Reynolds's magnificent dramatic portrait of Mrs Siddons. On the chair opposite, equally calm and composed, is his dog.

In contrast, visitors to the gallery today are more likely to find groups of children working intently among the masterpieces and a young and energetic keeper and education officer actively engaged in teaching them. This beautifully proportioned gallery, however, and its superb collection of paintings and furniture remains remarkably unchanged.

Dulwich Art Gallery, founded in 1814, was the first purpose-built public art gallery in England. In its green and tranquil surroundings it is hard to believe one is in the heart of south London's suburbs. Among the delights of the collection are both familiar and less well-known works, mostly by the great 17th century masters: Poussin and Claude, Rubens, Van Dyke and Teniers, Murillo, Rembrandt, Ruysdael, Hobbema and many other Dutch artists. Eighteenth century art is represented by English portraitists, including Hogarth, Reynolds, Gainsborough and Lawrence, and works by Watteau, Tiepolo and Canaletto.

Although the gallery has important and historic connections with education, it was only about two years ago that steps were taken to arouse a wider public interest in its unique collection and, as part of that, to establish an education department.

After discussions with the nearby Horniman Museum and the National Portrait Gallery, both of whom had well-established and impressive educational programmes, it was decided that the gallery would start by concentrating on 25 local primary schools. The aim was to develop close personal contacts with teachers so that each visit to the gallery could be tailored to the needs and interests of a particular group of children.

A course to introduce teachers to the collection successfully overcame any initial suspicions that the gallery was a remote and elitist institution, and a multidisciplinary approach was adopted that brought history, theatre, music, dance and architecture as well as art appreciation into the discussion of how the gallery might best be used as a teaching resource.

After nine months, the Inner London Education Authority, clearly impressed by what had been achieved, agreed to second a teacher to the gallery for "an initial year". Gillian Wolfe, an art teacher and head of year from a comprehensive school in Greenwich, with wide experience of teaching both primary and secondary school children, was appointed. She spends about half her time visiting schools to discuss with teachers how the gallery can best serve their purposes, and the remainder devising

lively and imaginative ways of teaching school children in the gallery.

A particularly popular thematic approach to the collection has been through costume and dress in painting. A special loan of 18th and 19th century theatrical costumes displayed in front of the superb Gainsborough portraits of the Linley sisters, vividly brings these works to life. The children try on the costumes, feel and examine the silk and lace and this leads to a discussion of the lifestyles of the age and how they differed from ours. Classes go back into school to develop ideas inspired by the visit, often with the education officer's help.



Gillian Wolfe, education officer at Dulwich Art Gallery talks to visitors about eighteenth century paintings and costumes

There are also plans for courses to be structured around the themes of love and affection. This has brought words of caution from colleagues in the art education world, but Gillian Wolfe believes their centrality to such a collection cannot be ignored. "Watch a group of 14-year-olds in one of these galleries," she says, "their eyes go straight to the Rubens nudes. They're captivated by the mythological and biblical stories full of passion and compassion. We can't interpret these paintings solely in terms of brush work and style."

Rubens's "Venus Weeping over Adonis", Van Dyck's "Samson and Delilah" and Teniers's "The Seven Acts of Mercy" are some of the works in the collection that particularly require a more psychological approach.

Technical considerations are not ignored, however, and a contrasting theme for educational visits is to be based on painting techniques. This will include a display of artists' materials. Practical work in the gallery is restricted to the use of dry materials. A passage-way off the main gallery will become a display area for work by

visiting groups. Worksheets, quizzes and trails are used with care. "They tend to break the close links we try to maintain with the classes," Gillian Wolfe explained. "Children go whizzing off in all directions and a competitive element develops that is quite inappropriate with this kind of work."

She would rather see a class concentrating on a particular passage in a painting, perhaps trying to capture an expression or to interpret it in their own way. The domestic detail of the Dutch genre paintings are particularly popular and even four and five-year-olds have been absorbed by these works.



Gillian Wolfe, education officer at Dulwich Art Gallery talks to visitors about eighteenth century paintings and costumes

The department is also exploring ways in which the rich interior and light, airy atmosphere of the gallery can be used as a backdrop for special events, such as one held last December. About 150 pupils from four local primary and secondary schools took part in a concert of 18th century music. "This remarkable performance set against such masterpieces as Gertrude's beautiful "Lady playing a Clavichord" offered a unique opportunity for the performers to share directly in the creative life of the gallery. Further events are already being planned. One will present the contrasting dance styles of India, China and 18th century England, another will exploit the gallery's fascinating and varied literary and theatrical connections.

Admission to the gallery is free for school parties and classes can visit for a morning, a day or over several weeks.

● Anyone who would like to take part in the educational activities at the gallery should contact Gillian Wolfe, Education Officer, Dulwich Picture Gallery, College Road, London SE21 7AD. Tel. 01-693 8224.



The Sandford Award for Heritage Education 1984

Combe Sydenham

by Francis Kellaway

Two impressions are dominant in the memory after an enjoyable visit to Combe Sydenham, the Somerset estate which gained an 1984 Sandford Award from the Heritage Education Trust. One is of the multifarious activities that bring history vividly to life; the other is the dedication of the owner, Mr W. A. C. Theed and his education officer, Miss Judi Comachie. They believe that learning is something to be enjoyed, and that within a disciplined framework there can always be fun and pleasure.

When Mr Theed acquired the property he evolved a 40-year plan for restoration and development. Although only about one-third of the way through its implementation, the plan has already effected vast improvement and, for the past four years, the Hall and grounds have been open to the public.

It is, of course, the educational programme which has so deservedly been given the Heritage award. The background to that programme involves Sir Francis Drake, the Duke of Monmouth, trout farming, a nature trail and woodburning stoves.

The intention is that seven themes shall be developed over seven years. (This is, as it were, an inset to the 40-year plan). Parties from schools are encouraged; indeed they are anxiously desired, for the income derived from the modest charges to visitors is, as with most historic houses, some help towards the enormous outlay on maintenance and upkeep.

What the administrators do seek, for they wish the maximum benefit to be obtained by schools, is an adequate briefing of children by their teachers in the weeks before the visit. Hence the teaching pack.

In the Elizabethan England project, the pupil's pack includes 10 very large, very pleasingly illustrated sheets of information and exercises. An introduction covers general conditions (life in town and country, communications and transport, jobs and industries) of Tudor times. A section of fairly elementary questions for children to answer ensures that the material has been studied and grasped to a reasonably adequate level.

A teacher's manual suggests possible ways of treating the themes of the project, which deal in more detail with Elizabethan life, Sir Francis Drake, the Spanish Armada and Queen Elizabeth. The separate worksheets for pupils may be photocopied so that

each has a set. Background information is thus conveyed, and children are the better equipped to appreciate what they see on a visit.

On arrival the pupils will "establish themselves". A trail activity in house and gardens provides background information about the Elizabethan home. A "spotter pack" gives factual material and a series of investigative questions. During the rest of the day the children will experience selected



activities. For half the day the pupils will "become" children of the gentry, and landowners; for the other half of the day they experience the life of the working class.

The day is organized in such a way that the children will work in project groups - each group structured for a discovery learning system. The activities include work experience of the poor children, styles of clothing, leisure activities (quarternast, bowls, dancing, embroidery, falconry), punishment of criminals and - not least - food. "The day is not only an educational day, it is also a fun day."

The teacher's manual also includes a series of activity cards for use by groups or individuals in class, either before or after the visit, a sensible bibliography, and suggestions for other Elizabethan projects.

While on the visit a second "trail" can be followed, covering a woodland walk, a visit to the deer park and a study of the trout ponds. The Trout Story is the title of another "spotter pack" which covers the natural history of the estate - animals, birds, trees and plants as well as fish and their life cycle. (The end-product in the forms of fresh or smoked rainbow trout, or pâté and, additionally, venison, honey and vegetables - are all available in the refreshment or produce rooms).

These aspects are available to all, adults or children, who come to

Thames barrier

If you're planning a school visit to see the historic sites of Greenwich, a detour taking in the Thames Barrier is well worthwhile. The world's largest movable flood barrier is 10 minutes drive from Greenwich (or a 50 minute walk along the river) and there's an excellent permanent exhibition on the same site.

The barrier, which took just over 10 years to build, represents an extraordinary feat of engineering, comprising as it does enough concrete to build a nine mile length of six lane motorway. Its design, oddly enough, was inspired by a domestic gas heater, and although the strangely beautiful stainless steel pier coverings are fast achieving landmark status, most of the workings of the system which guarantee London's safety from tidal flood water lies below the surface of the Thames.

In pride of place at the barrier's exhibition centre is a large working model of one of the pier/gate units, which gives visitors a very clear idea of how the whole thing works. There's also a good eight-minute video presentation (with eight screens to eliminate the need for crowding round one) that traces the history of the barrier's construction. The process is shown in more detail using models and diagrams as well as photographic material.

The high spot of the centre is the



spectacular multi-media presentation which uses film, slides, models, fibre optics and booming quadrophonic sound to dramatize the reason the barrier was built in the first place. It includes a useful potted history of the Thames and the growth of the city from Roman times, and reminds its audience that London has suffered serious floods 10 times since Samuel Pepys recorded the 1663 flood in his journal.

There seems little doubt that the GLC has gone out of its way to make the Barrier Centre an exhibition showpiece. The whole thing has a slick, hi-tech feel to it and it has managed to be as entertaining as it is informative.

Admission is free, there's full access for the physically handicapped and there's a pleasant Barrier Buffet which probably offers better value than the four-star eating places in Greenwich.

Teachers with parties of more than 15 pupils are advised to book before their visit (which should take no longer than about an hour, in which you're able to see everything) and there's also a commercial firm that can arrange boat trips to bring you even closer to the barrier.

If you book in advance, the price for this is 55p each for children and accompanying teachers for a 25-minute cruise. Incidentally, the weird, "space-age" shape of the barrier, which seems to change from viewpoint to viewpoint, makes a wonderful subject for sketching or photography.

● Thames Barrier Centre, 01-854 1373 open 10.30 am - 5pm all year round except Christmas and New Year's Day, and until 6pm April - September. For cruise details, telephone Sargent Bros, 01-854 8355.

NB

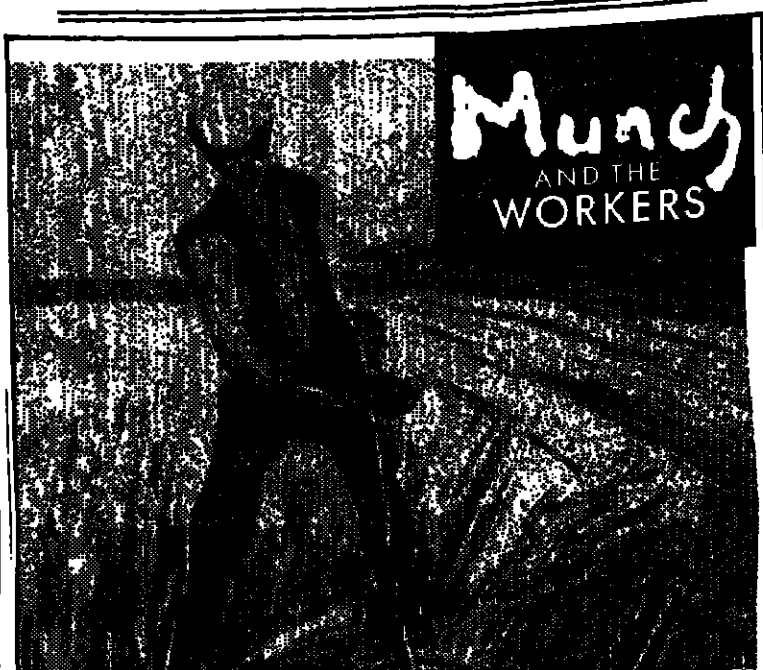
For free

Proof that a day out in London need not necessarily be synonymous with spending money is provided in a new paperback, *London For Free*. Under eight headings - entertainment, history, markets, museums, parks, people, events and walks - the book details places which can be seen or visited free. It also gives the nearest tube station and telephone number, where applicable.

The possibilities are extremely varied, ranging from the Clockmakers' Company Museum, where there is a display on the history of the wrist-watch to watching jobbers at work on the Stock Exchange (where the Visitors' Gallery is open weekdays from 10.30 to 3.15).

Thanks to the painstaking research which the authors, Mary Teplow and Debra Shipley, have obviously devoted to this book, its price, £1.95, could well be saved after a single visit.

Area One



Barbican Art Gallery

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14 February to 8 April, Tues to Sat 10am to 6.45pm.
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Imperial War Museum Festival 4-18 May to commemorate 40th anniversary of VE Day: talks, lectures, debate on the atomic bomb, children's workshop and quiz. Suitable for 8-18 year olds. For further details contact School Officer, Imperial War Museum, Lambeth Road, London SE1 6HZ. Tel. 01-736 6622 ext. 221

EXTRA

Area One

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EXTRA

Area One

THE BRITISH MUSEUM
EDUCATION
SERVICE

can help you prepare your visit to the Museum. Our major forthcoming exhibitions this year are: The Hidden Peoples of the Amazon (Museum of Mankind, The Ethnography Dept in Burlington Gdns, opens 22 March) Buddhism: Art and Faith (British Museum, opens 5 July) Phone 01-636 1555 x 510/511 (0404)

BRITISH
MUSEUMThe
Cutty Sark
at Greenwich

Last and most famous of all the Clippers Organized parties of 16 or more booked in advance at reduced rates, except Saturdays, Sundays and Public Holidays. Bookings for parties should be made through the Master of the Cutty Sark, King William Walk, Greenwich, London SE10 9BL Telephone: 01-658 3445 or 653 3688 (021)

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For further details please contact Mr John Hill, Traffic Manager, Sheffield Park Station, Nr Uckfield, East Sussex TN22 5QL or telephone NEWICK (082 672) 2270. (0261)

FABERGE
EXHIBITION

From the Royal Collection 350 items to Faberge including: animals, flowers, boxes & cases collected by Edward VII and subsequent Monarchs. Open Tues-Sat 10 Bank Holidays 11am-5pm Admission: £1 Adults, 40p Children The Queens Gallery Buckingham Palace (entrance Buckingham Palace Road) (0404)

THE JEWISH MUSEUM,
Woburn House,
Upper Woburn Place,
London WC1H 0EP.
Tel 01-388 4825

Jewish Festivals and History illustrated by attractive ceremonial objects. Two audio-visual programmes on Judaism. School groups welcome by appointment. GLC funded (0404)

Natural
refurbish

The 27-metre blue whale which has greeted visitors to the Whale Hall at the Natural History Museum in South Kensington since the turn of the century has new companions. The hall is the first of the museum's permanent exhibitions to be refurbished. Interpretive techniques, including working models, videos, analogous objects and games, have been used around its gallery to provide a comprehensive story on mammal diversity. Many more specimens - fossils, bones and animals - are on show than previously and are presented in a more deliberate way. Still to take their places in the hall are several large mammals. They will stand under the suspended whale and the equally well-known skeletons which remain as impressive as ever. Cost militated against replacing the whale itself with a more scientific version, but its inaccuracies, like being

too bloated, are now listed. This radical shift of emphasis from traditional display to imaginative interpretation provides a big advantage to teachers who want to use the museum as an extension of classroom work. Indeed, it has already been used successfully in the exhibitions staged since 1977 on human biology, ecology, dinosaurs, evolution and the origin of species.

Similarly, the teachers' centre is the result of the museum's farsighted decision, 10 years ago, to create a Department of Public Services to oversee education and special exhibitions. For all visitors - around 2.5 million a year, nearly a quarter in school groups - the changes undoubtedly help to highlight the importance of the 50 million specimens in the museum's care and the work of its 300 scientists.

Because of the museum's size, teachers are strongly encouraged to plan visits through the Visitor Resources Section (British Museum, Natural History, Cromwell Road, London SW7 5BD) and have a clear idea of their specific purpose. Guided tours can be booked for primary

children (01-589 6323 ext. 759; 12.30 to 1.30 or 3.30 to 4.30).

The teachers' centre, open every weekday, holds a wide range of resources for consultation including videos, slides, teaching packs and games; about five courses are held per term. Graded activity sheets on the various exhibitions are available for duplication by schools. GT

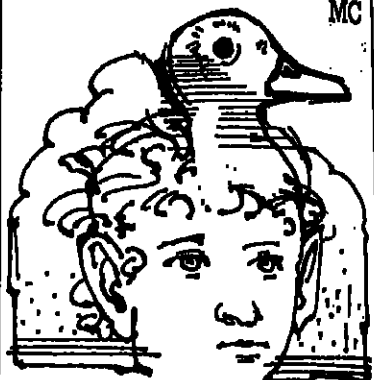
Ark centre

Paignton Zoo in Devon is constructing a new activities centre with a "learning by doing" theme. It will be known as "The Ark" to reflect the zoo's role in the conservation of wildlife.

Among the special exhibits and displays will be animal contact areas where domestic animals such as donkeys, piglets, goats, rabbits and guinea pigs can be closely examined. A "senses" exhibit will include experiments which will enable visitors to compare their hearing and eyesight with, for example, those of a bat or an eagle.

Other physical characteristics may also be measured and compared with

the help of a climbing frame with life-size animal cut-outs and a long jump area. The Ark will also include such features as a walk-through aviary and a Tree Shrew exhibit. Computer wildlife games will be available and a demonstration and lecture area will offer audio visual shows. The centre, which will cost about £122,000, is expected to be open by Easter. Further information is available from Paignton Zoo, Totnes Road, Paignton, Devon TQ4 7EV. Tel. 0833 55479. MC



Diary notes

Until September 8: "On Guard", an exhibition of toy soldiers from 1893 to the present day at the London Toy and Model Museum, Craven Hill, London W2.

March 12 and 13 at 7.30pm: Schools are invited to join the audience at the Westminster Theatre, London when a video recording is to be made of *Classpoint*, the successful play on race relations which was part of its education programme last year. Apply to the Box Office, Palace Street, London SW1E 5JB for free tickets.

April 3: Exhibition for teachers about places suitable for school visits in Essex, Suffolk, Norfolk and Cambridgeshire. It will be at the Court Tennis and Badminton Centre, Peterborough; details from the East Anglian Tourist Board, 14 Museum Street, Ipswich.

May 15 to June 15: Special activities for schools at the National Horseracing Museum, Newmarket (0638 667333), including projects on the history of horse racing and painting sessions. £1 per child for the day. May 25 to June 2: Events for schools at the Didcot Railway Centre to celebrate 150 years of steam on the Great

Western Line. May 29 to July 17: On the Watercress Line railway which runs for six miles from Alesford, Hampshire, extended service for schools on Wednesdays (in addition to weekends). An additional four miles of track to Alton are due to open soon.

July 5 to January 5, 1986: Major exhibition on "Buddhism: Art and Faith" at the British Museum. Day course on the subject for teachers on May 15, booked through the School of Oriental and African Studies, Malet Street, London WC1.

July 13 to 21: Festival of Childhood in the Lake District with musical events, drama and exhibitions. Details from Gregory Doran, Chapelhill, Greysouthen, Cockermouth, Cumbria.

September 7 to 28: D.H. Lawrence Centenary Festival with exhibitions and theatrical events in Nottingham. The coordinator is I. M. Welsh, 20 Mansfield Road, Eastwood, Notts. Throughout the year: 300th anniversary of the Battle of Sedgemoor in Somerset, commemorated by a series of exhibitions, re-enactments and events. Leaflet available from the Tourist Officer, Somerset County Council, Taunton. GT

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EXTRA

Natural history on
the doorstep

Marsha Harlon reports on the RSPB's latest education centres

Not many years ago, schoolchildren would play in a spring day to observe nesting birds and rock pools. These days, at least in urban areas, the only way most children discover the mysteries of the great outdoors is by going on school trips to countryside classrooms.

To meet a growing need, the Royal Society for the Protection of Birds (RSPB) is creating education centres at two more urban sites. One is at a new nature reserve near Birmingham, the other is close to Tyneside.

The RSPB has 100 nature reserves around the UK. Some 20 of these may be visited by school groups, although not all have facilities such as interpretative displays, wet weather cover and toilets. Six reserves, however, are already equipped as education centres. They offer countryside classrooms, nature trails and teacher-wardens to lead school parties.

One of the additional centres, the RSPB Sandwell Valley Project, is on a 30-acre site which includes lake, marsh and hillside. This ambitious new project is notable for the relatively large area where nature can be observed in an urban setting.

The first RSPB education centre in the Midlands, Sandwell Valley is in the angle between the M5 and M6 motorways. "From the reserve you see nothing but housing estates, but the Sandwell Valley is a green hollow full of wildlife," says David Elcome, head of the RSPB's education department.

Part of the site is on a reclaimed colliery spoil heap, and the flood-banking lake was recently created by the Trent Water Authority. "Although heavily influenced by man, it's a natural habitat," Mr Elcome points out. "Everything is free to come and go as it pleases." The RSPB's schools leader emphasizes this: the centres are not zoos and there are no aviary collections or stuffed specimens on display.

"Instead," explains Mr Elcome, "education centres offer a chance for schoolchildren to learn about the natural history on their doorstep, and to see the need for conservation." He hopes that pupils who have visited on school trips will return with their families at the weekend, when centres are open to the public.

By Easter the Sandwell Valley centre, with its new classroom, display materials and such birds as snipe, herons and Canada geese, will be open for visits. A teacher with special interest in the environment has been seconded to the centre by Sandwell Borough Council. This teacher, or another member of staff, will escort school groups around the reserve.

John Milner, deputy headteacher at a local authority outdoor education centre in the area, has visited the new site. He is enthusiastic about its potential, not only for pupils. Classroom teachers, too, will learn a scientific approach to fieldwork at Sandwell Valley. This, he believes, will give them confidence to continue doing fieldwork with their students.

As at the RSPB's other countryside classrooms, pupils won't be lectured



at. Rather, they'll be encouraged to "observe and experience", then to draw their own conclusions. "They use their senses: listen, touch, even taste and smell where appropriate," Mr Elcome says. "The staff act as interpreters, pointing out the interrelationship between soil, vegetation, insects and birds."

Teachers have an opportunity to attend in-service courses before bringing a school group, or can get information sheets prior to a visit. At the centres, children are supplied with observation sheets for recording what they've seen. Follow-up packs for teachers suggest activities which can be done at school.

Unlike the permanent construction at Sandwell Valley and other RSPB education centres, the classroom at the RSPB Marsden Rock Project in Tyneside and Wear consists of a temporary Portakabin in the car park. At present, the project is open only in late spring and early summer. That is when kittiwakes, cormorants and other seabirds arrive there for their three-month breeding season.

This will be the third season that the Marsden Rock Project has been open to the public. Despite its limited facilities, it was visited last year by more than 3,000 pupils and their teachers, many of whom attended short courses run by the RSPB's North of England education officer. As well as observing the thousands of seabirds which nest on and around the Rock, school groups from the Newcastle area also see the magnesian

limestone cliffs which support a rich variety of flora, and the rock pools below with their marine creatures and plants.

At Marsden Rock too, professional staff are available to escort and assist groups. Follow-up packs are provided, although David Elcome is quick to add that "the visit is complete in itself".

Gwen Usher, a teacher at a New-castle junior school, takes three-year pupils to Marsden Rock each year. "Children are basically interested in birds," she says. "The visit extends their initial interest, gives them a perspective on conservation and serves as a good starting point for follow-up projects." Even a year later, she finds, pupils still remember what they learned on the visit.

Eventually the RSPB hopes to build a permanent centre at Marsden Rock. It is also looking for other locations, in areas with large school populations to call on, where it can create more countryside classrooms alongside nature reserves. It is difficult to say who will benefit more from this expansion: the birds or the pupils.

School parties must book in advance at all RSPB education centres. For further information, contact the RSPB, The Lodge, Sandy, Bedfordshire SG19 2DL, tel (0767) 80551; RSPB Midlands education officer (Sandwell Valley Project), 44 Friar St, Droitwich, Worcs WR9 8ED, tel (0905) 778581; RSPB North of England education officer (Marsden Rock Project), "E" Floor, Millburn House, Dean St, Newcastle upon Tyne NE1 1LE, tel (0632) 324148.

Excellent directory

A Directory of Outdoor Education Centres in Scotland. The Countryside Commission for Scotland £1.75 plus 45p postage

There is a wealth of opportunities for outdoor activities of every kind in Scotland. A remarkable feature of this excellent directory is the distribution map, which shows more than 150 centres in almost every part of the country.

Most of the youth of the Great Glen, but there are many in the Highlands, two on the Outer Hebrides (at Adventure on Harris for field studies, mountaineering, hill walking, rock climbing, orienteering and angling; and at Mallaig on Lewis, which also offers canoeing and sailing, four on

the Orkneys and many more. One of the most exciting must be the Glenbrittle Youth Hostel on the Isle of Skye, facing the dramatic panorama of the Cuillin.

The directory lists the centres, which include field centres, youth hostels and other types of accommodation, alphabetically and for each entry a 1,500,000 Ordnance Survey map with full grid reference indicates the location and some of the possibilities of the immediate area.

Further details of accommodation, facilities and booking arrangements are methodically listed according to a simple key. The range of activities available, transport and catering facilities and teaching arrangements are also described. Glenbrittle, for example, has a

teacher in charge of climbing courses based at the centre. The John Ridgway Adventure School in Sutherland has two teachers based at the centre in charge of all courses. At other centres groups must bring their own teaching staff.

The directory concludes with useful appendices which list the centres according to Scottish region; subjects and activities, those providing laboratories, dark rooms and reference libraries, those open to day visitors and those suitable for people with physical disabilities (there are more than 50 of these, 19 of which offer courses).

Anyone interested in outdoor activities in Scotland, whether teacher, group leader or individual member of the public, will find this an invaluable source of information. The directory is available only from the Countryside Commission for Scotland, Publication Section (D), Balfour, Redington, Perth PH1 2EW.

Area Two

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For further information and booking form contact:
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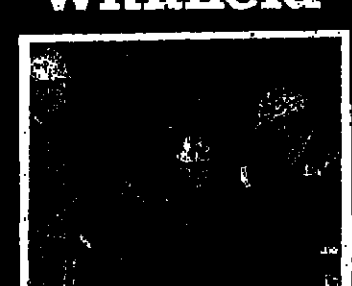


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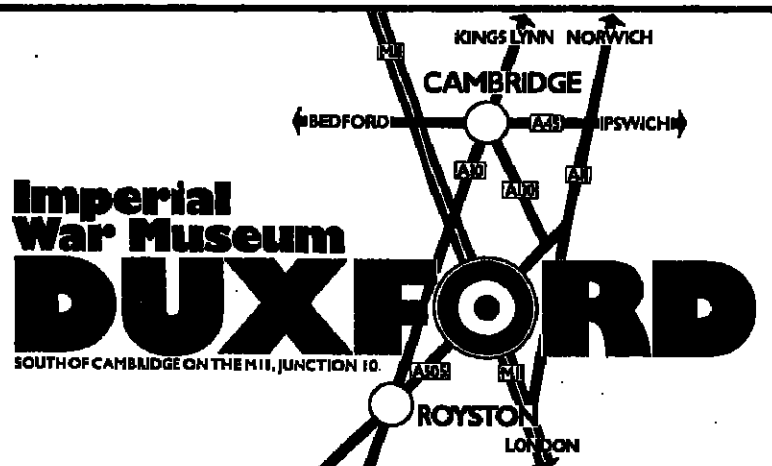
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EXTRA

The Sandford Heritage Education Award 1984

The Minster
and its meaning

Gillian Thomas talks to Sister Catherine at York

"What is the meaning of these stones? Why have they been so important to people since the year 627 and why do so many of us still spend time, energy and money on them? I try to keep questions like these constantly before my eyes," says Sister Catherine, education adviser at York Minster since last autumn.

It was not so much the formality of its procedures or the sophistication of its facilities but, I suspect, the sheer warmth of its welcome to visitors, particularly schools, which won the Sandford Award for Heritage Education for England's largest Gothic cathedral.

Also, it was undoubtedly a tribute to Sister Catherine's predecessor, Sister Maureen, Order of the Holy Paraclete, who for five years strove to foster a close relationship with local schools and colleges.

Attracting about two million visitors a year, 60,000 of them in school parties, York is second only to St Paul's in the English Tourist Board's list of the most visited churches. In 1976, it was the first to appoint a tourist and information officer, and ever since has been a source of advice to other cathedrals, especially on handling school visits.

"We are very glad to see all of them as they provide the framework for our work on the cathedral," says Sister Catherine. "It is our obligation to see that the building is a living place, not just a museum. So a team of honorary chaplains is always on hand, services are held throughout the day and we ask visitors to stand for a short prayer at the hour."

To help children sense its atmosphere, Sister Catherine discourages a "tripper" approach on school visits. Instead, she suggests that teachers avoid the crowded summer months, allow at least an hour for their visit, and spend more time looking at fewer

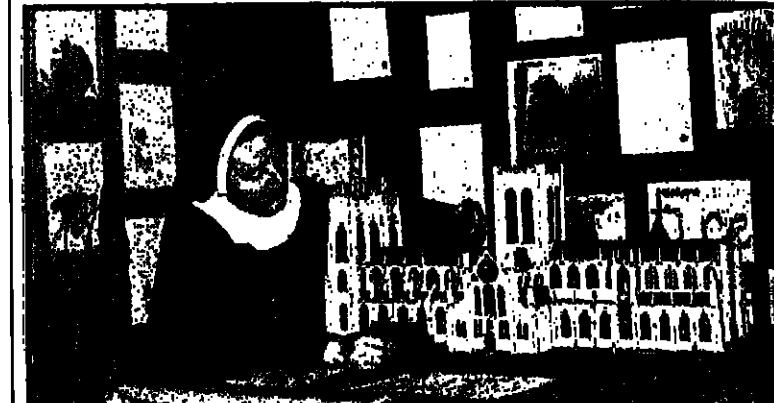
parts — "seeing less but sensing more." Although she is taking a critical look at how their three graded worksheets might be improved, she is clearly less concerned about handing out information than with how the Minster can best be interpreted and its meaning understood.

"I hate the thought of bored children being dragged around. There is absolutely no excuse here," she says with a

colour slides and a presentation for younger children on Big Peter, the bell.

Interestingly, the fire has provided tangible evidence of the impression the minster makes on its visitors. About 4,000 letters of sympathy have arrived from well-wishers around the world, including many schoolchildren.

"Witnesses say that someone was on the roof with a lighter," wrote a pupil



Sister Catherine with a school project on the fire at York

smile. "As an educational source, the Minster has so many facets which could be integrated imaginatively into the school curriculum. Moreover, the specialist skills of our archaeologists, craftsmen and engineers, as well as the clergy, can all help to bring it alive and make it exciting."

Immediate plans include a new display in the Undercroft to interpret its unique Roman, Saxon and Norman remains. It should reopen by late summer, having been closed since the fire which destroyed the roof of the South Transept last July. Repairs to this, boarded up and behind scaffolding, will probably take up to five years.

Another aim is to offer schools the services of a specialist guide if they book a visit between October and March. Sister Catherine is also keen to expand the in-service training projects organized with the local teachers' centre, to have a classroom facility and prepare a further audio-visual programme. At present they have sets of

from St Barnabas School York, one of many which have been prompted to do projects on the fire, conscious of history in the making.

With the letters, there are on show in the Chapter House as part of a fascinating exhibition of photographs of the fire and documents on several other fires in the Minster's long history.

Sister Catherine is based at York Minster's Tourist and Information Office, 4 College Street, York YO1 2JN. Tel. 0904 24426. Visits are free (donations appreciated) with a small charge for the Undercroft, Tower and Chapter House.

The Sandford Awards are being presented at York Minster by Mr Patrick Jenkin, the Environment Secretary, on March 21. All schools in North Yorkshire are invited to attend and there will be special displays of school projects on the three award winners which also include Cusby Sydenham and Culzean Castle.

Marvels and pleasures

Dudley Wilson explores Port Sunlight

Fevener's volume in the *Buildings of England* series devoted to Cheshire takes no fewer than 10 pages to describe the village of Port Sunlight. It remains a remarkable place, surprisingly little known. This village, named after Sunlight, is a village of the Unlever soap factory lies just yards from the idyllic model village that William Lever, later Lord Leverhulme, created for his workers.

Port Sunlight unites two strands of urban planning — the social experiments of, say, Saltair and New Lanark, and the more spacious, almost rural schemes used for resorts or more leisurely class suburbs.

Today the story of Port Sunlight is told at the Heritage Centre, Greendale Road. It is best to contact the centre when planning a tour. Admission is usually 20p, which includes an illustrated Port Sunlight trail leaflet. Group admission is £2 for 10 or more.

A visit to Port Sunlight is a must for art and design students at colleges or for children interested in art and architecture at school. I advise that children should bring sketch books. As they stroll round this most agreeable of places, almost a film set English village complete with green and inn, all far removed from the more common industrial environment nearby, they will encounter an unrivalled range of buildings.

first conceived, clean of unsightly, plastic porches, lean-to sheds and ghostly garages the rest of us have to contend with. The style in Bath Street and Riverside is Elizabethan. Lutwans has designed a set on Corniche Road. You need plenty of time to amble round such a spaciouly set out village. Watch for the huge chimneys on the Bolton Road cottages and the ironwork on verandahs of Lower Road. The church is handsome too, unadorned with a fine memorial to Lady Leverhulme at the west side, described by the master in a gem of a sentence containing pearls of architectural vocabulary as "a rib-vaulted, loggia, 'richly treated with pinnacles, corbelled niches, heavy bosses etc." What a pity about the "etc."

But the marvels and pleasures of Port Sunlight do not end with its housing for at its centre in an all too formal expanse called the Diamond stands the Lady Lever Art Gallery, solid and classical. This is a major gallery of world-standing, crammed with treasure and free to enter (donations encouraged).

The British paintings from Gainsborough, Reynolds and Richard Wilson to the Pre-Raphaelites, including some real pops, is very impressive. Some of the Victorian pictures are impressively good. The priceless Wedgwood collection is alone worth the visit, as are, apparently, the Chinese porcelain and the vases, superb pieces of furniture, immediately presented, period, 1900s and 1910s favourites, the grandeur of the 19th

gallery treasure was owned by Lord Leverhulme and opened to the public in this marvellous gallery in tribute to his wife.

When Port Sunlight was still under construction, but already a successful attraction, members of Manchester Geographical Society toured the village in 1901. They crossed the Mersey by ferry (which fortunately still plies). They were just some of the visitors to be drawn. Others included delegations of learned persons from the Continent, sailors on furlough, Mothers' Union meetings, "school treats and weekend trippers", as the local newspaper has described them.

These tourists knocked on doors in port Sunlight, sometimes impatient questions to the inmates. Such high interest slackened on sight of the slipperiness of the ground, but it is now emerging as an exceptional school treat still.

Lake guide

Lakes Alive is a new, 22-minute audio-visual production by the Lake District National Park as a pre-visit introduction to the area for 9 to 13-year-olds. It is accompanied by brief notes, £1.75 plus £1 P&P from the K83 1L, 1L, Mr Windermere LA23 1L, 1L. Groups planning a visit can also get a pack of free background information from the Cumbria Tourist Board, Ashleigh, Windermere LA23 2AQ, or the excellent Young Visitors' Guide, being offered at a special price of 75p.

EXTRA

Out of doors in Wales

Compiled by Iola Smith

Outside activities dominate provision for pupils in Wales this spring and summer. Outdoor pursuits such as climbing, caving, canoeing and pony trekking can be enjoyed at the Brecon Beacons National Park in Powys.

This is also an ideal location for field work in environmental studies and, to assist pupils' understanding of the local landscape and wildlife, an information centre has been established near Brecon. School groups are welcome at the Mountain Centre, but advanced booking is essential if more than 20 pupils wish to visit. Introductory teachers' packs outlining the centre's facilities are available on request.

The centre's staff give regular talks on ecological/geographical topics including practical conservation, landscape features and geology. Wildlife films are also shown. Sessions then continue outside — pupils are taken on guided walks to see the animals, plants and rocks previously discussed. These walks are also an opportunity for pupils to brush up their map reading skills.

Secondary pupils preferring to study one aspect of natural history in depth make use of the national park's Danywyalit Residential Study Centre, Talybont on Usk. Courses are available on rural archaeology, landscape planning and architecture, archaeology and country skills such as hedge laying and tree planting. However, only 22 residential students can be accommodated at one time.

A third centre, Craig y Nos, Swansea Valley, is situated on the park's western fringes. Surrounded by 40 acres of woodland and meadow, it was once the home of the opera singer, Adelina Patti. Secondary school pupils can spend the day at Craig y Nos, dividing their time between the geology and fossil exhibition, visiting the historical Bronze Age standing stones and attending talks on land use studies. Both secondary and junior school pupils gain a practical insight into upland river ecology — the river Tawe flows through the grounds — and they also attend craft demonstrations given by local spinners.

Junior school pupils often combine a visit to Craig y Nos with either a trip to Pen-y-fan Wildlife Park near Neath, or Dan yr Ogof Caves. These, the largest show caves in Europe, are open from Easter to October but booking is advised for conducted tours. A geology museum adjoins the caves, but juniors will be glad to know that there is also a dinosaur park complete with life-sized replicas near by.

For a more leisurely look at country life, pupils can enjoy a cruise on the Llangollen Canal in North Wales. The horse drawn barge gives an insight into the style and pace of transport 100 years ago. The two-hour cruises, available from Easter to September, must be pre-booked — price £1 for children and £1.75 for adults. The fee includes a visit to the Llangollen Canal museum.

Industrial museums are prominent in Wales. One such is the Lleechedd Slate Caverns, Blaenau Ffestiniog, North Wales. The largest working slate mine in Wales, it welcomes visitors from April to October, but the teacher-pupil ratio must be one to twelve.

Pupils travel underground on the miners' tramway to see examples of Victorian working conditions and an underground lake before entering the 200 ft high main cavern. There's a railway exhibition on the surface — a reminder of the boom days when four railway companies competed for the North Wales slate trade — and an opportunity to see an illustrated history of 1,500 years of Welsh slate quarrying.

Teachers' packs are available and pupils are given fact sheets and questionnaires in information spotter packs.

A totally different heritage is reflected in the Museum of the Woolen Industry, Llandysul, Dyfed. It harks back to an age when wool was Wales's premier industry. Eighteenth century machinery and tools are exhibited, together with a potted history of Welsh cloth making since the middle ages. For pupils interested in history from the Cambrian Tourist Board, Ashleigh, Windermere LA23 2AQ, or the excellent Young Visitors' Guide, being offered at a special price of 75p.



Brecon Beacons National Park — ideal location for outdoor activities

days from April to September, this restored 19th century estate recreates the contrasting upstairs downstairs life common a 100 years ago. An agricultural museum is housed in the grounds and the smithy and bakehouse remain in working order. Introductory literature is on hand for teachers and, as an encouragement for blind as well as sighted pupils to attend, guides are available in Braille.

In South Wales, Margam Park reminds visitors that there's more to Port Talbot than steel-works. Set around the ruins of Margam Abbey, the 850 acre park often used as a theatre by West Glamorgan Youth Theatre. There's also a sculpture park and a gigantic maze will be opened this spring.

For pupils studying medieval history, Tintern Abbey in Gwent is an interesting venue. Founded in 1131 by the Cistercian order, it became one of Wales's premier monastic houses in the middle ages.

Finally, the inventive and artistic will enjoy a visit to Portmadog Pottery in Gwynedd. As well as having an opportunity to watch mastercraftspeople at work, youngsters are invited to have a go at making their own stone-ware.

Brecon Beacons National Park Schools and Youth Liaison Officer, Brecon Beacons National Park Office, Glamorgan Street, Brecon, Powys LD3 7DP. Tel. 0874 4437.

Dan yr Ogof Caves Abercreswell, Glynwedd, Upper Swansea Valley, Powys. Tel. 0639 730284.
Canal Cruise David Wain & Carl Gibbins, The Wharf, Llangollen, Clwyd LL20 8TA. Tel. 0978 86702.
Slate Museum Llanowder, Llanowder Slate Caverns, Blaenau Ffestiniog, Gwynedd LL41 3NB. Museum of the Woolen Industry The Curator, Dyfed Ffestiniog, Llandysul, Dyfed. Tel. 0559 370843.
Erdig House The Administrator, Erdig House, Near Wrexham, Cheshire. Tel. 0978 353314.
Margam Park Margam Park, Port Talbot, South Wales. Tel. 01496 44444.

Area Four

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Scottish Borders Tourist Board
High Street
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TD7 4JX
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Full details, including opening times, available from The Department of Education and Public Relations, Royal Scottish Museum, Chambers Street, Edinburgh EH1 1JF. Tel: (0131) 226 754. Ext. 205. (064)

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For further information and booking telephone (0574) 84169 or write to The Taybide Centre, Taybide Regional Council, 10 Anon Road, Dundee, DD4 8JZ. (0533)

Lothian teachers and lecturers

Contact us for your outdoor education and residential requirements. Banriore Centre for Outdoor Education, By Dundee, Argyll. 0369 6337. (0552)

Pitlochry's Exhibition of Power

The North of Scotland Hydro-Electric Board has now developed at its power station in Pitlochry a new exhibition with an interesting educational slant which should appeal to teachers and students. It depicts the development of hydro power throughout the picturesque Tummel Valley.

A video film shot from a helicopter pinpoints the numerous power stations and their individual contributions to the electricity power system in the North of Scotland.

In addition to the hydro power theme of the exhibition there is a section devoted to the fascinating story of the salmon and the steps the Board has taken to provide fish passes at many of its major dams.
Download the exhibition features a selling area where a wide range of leaflets, postcards, slides and mementoes can be bought.
Pitlochry Exhibition is open from 9.40 to 5.30 seven days a week from the end of March to the end of October. For further details please phone 0798 3152 (0555)

National Trust for Scotland

Seventeen stately homes, seven mountain ranges, two country parks and many places associated with Scotland's history are in the care of the National Trust for Scotland and available to schools for teaching purposes. The Trust encourages schools to become corporate members so that they can have free entry to properties. Enquire about this and about the Trust's Adventure Camps from Maria Lefmann, Education Adviser, Charlotte Square, Edinburgh EH2 4DU. (0131) 226 754.

EXTRA

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The Sandford Award for Heritage Education 1984
Good value at Culzean

by Simon Berry

Part of the attraction of a visit to Culzean (pronounced *Cullane*) is the scenic journey you have to make to get there. Situated dramatically overlooking the sea, the Castle and 90,000 acres of landscaped park and farmland are approached from the north through the rolling hills and red fields of the Burns country. From the south the road follows the Carrick shorelines with views out to Ailsa Craig and Arran. But you won't have any time for detours if you want to spend a full day at Culzean, and you'll need it because there are so many different activities laid on. Gordon Riddle, principal of the country park since 1976, has seen the educational offerings expand from the standard guided tour round the Adam-designed Castle and a nature trail through the woods to today's situation where special courses have been devised to tie in with classroom studies.

During the summer months Culzean has eight park rangers to take children on a variety of guided walks related to wildlife and ecology themes. Although the content of these "teaching visits" has been worked out with education authority advisers, some parties may want something more specialized with an emphasis on, say, forestry or small mammals. If this is requested on the booking form it can normally be arranged. But there can sometimes be a numbers problem.

Gordon Riddle puts it like this: "We're not really into playing the numbers game, but last year we took more than 9,000 children on guided walks and there were nearly another 2,000 where we just had to give a pile of worksheets to the teacher. We don't like doing this because we're trying to provide a visit with high educational value, and the first thing is to keep the ratio of pupils to rangers as low as possible — ideally 12 to 1 but never more than 20 to 1. A coachload of 60 in the school bus is a strain on our manpower resources considerably."

That Gordon Riddle and his staff are offering a very worthwhile experience is proved by the Heritage Education Trust's Sandford Award going to them this year. Next month Gordon Riddle will be in York to receive a plaque as one of three winners.

Last year Culzean won the Interpret

Britain award for its Young Naturalists Club, which runs mainly at weekends for 350 local children (6-16) who have been provided with their own project room at the park centre.

With Manpower Services Commission help two new projects were devised last year to integrate with classroom work related to 19th-century life. The teacher receives an information pack before the visit giving background history and suggestions for preparatory and follow-up work.

"If it wasn't for the Tractor" concentrates on farming in the late 19th century and the estate, so that pupils begin to see that as well as being a beautiful part of the countryside Culzean was a place where a lot of local people worked and lived. In fact, we are still a large employer in the area, having 30 full-time staff here and many more in the summer months."

For Situations Vacant 1,890 pupils will go into the Castle by the servant's entrance and downstairs to a special room where they will be able to try out some of the work expected from a footman or chambermaid of the time. Two educational assistants, playing the part of housekeepers, will take the party through a section of the castle by the servants' stair, peeping into bedrooms and public rooms when summoned from above. It is hoped that an

authentic-looking kitchen will be provided soon to further enhance the experience.

The idea behind both projects is to stimulate ideas about contrast and change between the present time and a century ago. The information pack suggests follow-up classroom projects and discussion topics, also other activities. For example, a visit to a present-day farm is suggested.

Gordon Riddle hopes that these new projects will prove popular with schools: "What we're trying to do now is to show the interaction between the

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Making omelettes in the schoolroom at Culzean Country Park

and early 20th centuries. Not only will pupils be provided with accurate information about farming technology and procedures in Ayrshire, but they will also have the chance to use some basic machinery, like a tattie-sorter, make omelettes and try their hand at seed-sowing.

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Fine feathers

Wide hoops, 12ft trains and dresses with remarkably low-cut fronts have all been obligatory features of court dress for ladies. The custom ceased in 1939.

For men, black silk stockings, velvet suits and fine wool jackets heavily embroidered in gold still grace some functions such as the Opening of Parliament.

The Court Dress Collection displayed in the Private Apartments at Kensington Palace since last year, provides a lesson in social and political history from 1750. It shows the glittering formal fashion once required by British royalty at court occasions such as levees and drawing room presentations.

Sixty costumes, including military uniforms, are displayed, mostly on loan to the Queen from a private collection but some have been lent by other museums.

Being very delicate, women's dresses are scarce so most will be changed every two years. Silks, satins and lace deteriorate if hung too long, even behind glass in the specially air-conditioned rooms at the palace.

Despite the glass, an authentic atmosphere has been created by showing the costumes, complete with suitable accessories, on models grouped in intimate drawing room settings. Visitors walk through at one side.

The apartments themselves have been painstakingly refurnished and furnished in the appropriate style. Vying with the dresses, this is often highly patterned and colourful.

They include the bedroom where Queen Victoria is thought to have been born in 1819 and the splendid Red Salon where she held her Accession Privy Council meeting.

ments at court is unobtrusively listed on the walls. Hence much can be gleaned about the customs and quirks of each period up to the present day.

For both men and women, dressing up for court has obviously always been a meticulous, time-consuming and highly expensive affair. Also it was not particularly comfortable — many of the dummies used have had to have their waists hacked down to 18 inches! Altogether, for lesser mortals like me, the display provides both a revealing and salutary insight into royal circles.

● School visits are free when booked in advance through the Office Manager, State Apartments, Kensington Palace, London SW8, 01-937 9561.

Train times

The 150th anniversary of the Great Western Railway will be celebrated at Didcot Railway Centre from May 18 to June 2. This 16-acre railway centre began in the old engine sheds at Didcot in Oxfordshire and has grown to become a working museum of the GWR.

There is a complete steam age engine shed and repair shop where Great Western steam locomotives are restored and operated, a station complete with signal box has been reconstructed and there are two demonstration lines where visitors can ride on the steam trains.

A section of Brunel's broad gauge railway has been recreated, together with the Transfer shed once used to exchange goods between broad and standard gauge wagons.

During the fortnight's celebrations, steam trains will be in action every day. The celebrated 4,400 locomotive, "East of England" will be on loan from the Bluebell Railway, together with steam locomotives from other railway preservation centres. There

will be opportunities to ride in trains of GWR carriages and to visit the cab of a steam locomotive and see how it is serviced, replenished with coal and water and turned on the turntable. There will also be daily demonstrations of the Travelling Post Office.

● Further information and booking forms for school parties are available from the Events Officer, Great Western Society, Didcot Railway Centre, Didcot, Oxon OX11 7NJ.

Design facts

The Design Council has published a fact sheet on school visits to the Design Centre in London's Haymarket. Visits, which normally last an hour, should be planned and booked well in advance. They include a short introductory talk followed by an unsupervised tour of the centre in small groups.

It is not recommended for children under the age of 12.

A design quiz has been devised for teachers not using their own questionnaires and manufacturers' leaflets about products on display are also available. Follow-up activities to the visit are suggested, including a "design analysis".

A continuing series of exhibitions is arranged on special themes, such as new materials, techniques and processes, design organization and company design policies. Details are published in *Designing*, the council's paper for secondary school students and teachers.

The council also produces teaching aids on various aspects of design and has a comprehensive slide loan service.

● Notes for School Visits to the Design Centre are available from The Design Council, 28 Haymarket, London SW1Y 4SU.

Please touch

"Don't touch" is not the motto of the Manchester Museum's education service. Upstairs in the galleries the exhibits are glass-cased in Victorian splendour, but in the basement, where 27,000 pupils were taught by the service last year, visitors are encouraged to handle the exhibits.

The museum is principally known for its nationally important Egyptology work, but the education staff of five can back up the study of a number of topics ranging from Aborigines to the study of zoos. Once again, teachers who use the service are urged to be very specific about what they want out of the museum for their pupils.

"Of the peg" teaching sessions are available, but the museum staff welcome the opportunity to create special sessions and materials. All age groups can use the service, and there are even classes available for nursery groups, who can handle stuffed and mounted "furry animals". The term "mammals" is reserved for older pupils.

There is also a wide range of in-service teachers' courses. Planned for July is a week's course entitled "Made

in Manchester", in conjunction with art galleries and the Science and Industry Museum. This will look at the area's textile industry, and teachers will be able to visit relevant industrial sites and museums, and get some useful ideas about practical classroom work connected with the history of textiles.

Practical work is an important part of a school visit to the museum, with classes drawing and making as well as looking and listening. The museum runs a popular Saturday club for children and holiday activities for families.

During the Easter school holiday there will be a chance to look more closely at the *Homer's Heroes* exhibition about the Mycenaean period of ancient Greek history, and to do some practical craft work on masks and costumes.

Art teachers looking for fresh subjects for drawing from still life can visit the museum with their classes and choose from masks, stuffed and mounted animals, birds and reptiles, fossils, even walrus teeth.

The Manchester Museum, The University, Oxford Road, Manchester M13 9PL. 061 273 2892. Open 10am-5pm. Full access for disabled. Bookings for the education service, particularly from schools outside the Manchester city area, should be made as far ahead as possible — preferably a term in advance. NB

The first bus and the finest hour

Nick Baker at the London Transport Museum and the Cabinet War Rooms

The old flower market in Covent Garden is still full of colour, though no flowers have been sold there for more than ten years. Now the colours in the spacious Victorian wrought iron and glass building are predominantly red and green, the liveries of an impressive collection of trams, trains and buses tended as carefully as prize orchids.

The London Transport Museum provides a fascinating perspective to the history of London dating from 1829, when George Shillibee introduced the first horse-drawn omnibus service from Paddington to the Bank. By 1870 an American (ironically named George Francis Train) had introduced the horse-drawn tram, and after various unsuccessful experiments with steam trams and cable cars, London's first electric tram service started in 1901.

In 1904, motor buses started to take over from the horse-drawn variety, but it wasn't until 1931 that the trolleybus was its London debut. Meanwhile, below road level the world's first urban underground railway service had opened to the public in 1863. In fact the Metropolitan District Railway, as it was then called, was not truly an underground system. It was constructed by what was called the "cut and cover" method — digging a wide trench and then roofing it over, rather than tunnelling. By 1908, the tube had reached as far as Golders Green in the north ("A place of delightful prospects", trilled the publicity poster) and Clapham Common in the south.

The Museum's historical side is presented in minute detail through models, video, photographs and text, but it's the realia that really lives that are the real stars. What better way to step back into history than to step up on the platform of a wartime double-decker, its windows covered in the protective "scrim" mesh to prevent bomb blast shattering? Or to climb the staircase of a 1920s open topped B type number 11 to Shepherd's Bush?

In many of the buses and trains, added authenticity is achieved by the



In the busy map room there's an improvised electric cigarette lighter — a switch with the top off, out of which a glowing curl of wire pokes — that must have been against all regulations. It's easy to forget, as you look at the rooms, how different the quality of the air must have been in the war.

The original ventilation system (still intact, but superseded by a modern one) for the comfort of museum visitors was crude by today's standards, nearly everyone smoked, and the plumbing and sanitation was surprisingly basic. No wonder Churchill slept there only on rare occasions, preferring the less bomb-proof but more comfortable accommodation on the ground floor of the New Public Offices.

For modern history students of whatever age, a visit to the Cabinet War Rooms is an excellent way of putting some "real life" into the war years. We all know that Churchill ran the British part of the war. This is largely where he ran it from. Admission includes an excellent step by step guide to the rooms, and there's also a typed "Acoustic Guide" commentary which gives slightly more descriptive detail to the exhibits. It's a "walk through" — set up one way only — and teachers would be well advised, from the point of view of allowing everyone a good view, to divide larger groups up and send them through in stages.

Booking is unnecessary except in the case of parties of 40 and more, and there is full access and facilities for physically handicapped visitors.

● London Transport Museum, Covent Garden, London WC2E 7BB 01-379 6344. Open from 10am to 6pm every day including Sundays, except December 25 and 26. Group rates available. For details of education service, phone or write to Linda Duncanson, museum teacher.

● Cabinet War Rooms, Clive Steps, King Charles Street, London SW1A 2AA. 01-930 6961 or 01-735 8922. Open Tuesday - Sunday, 11am - 5.30pm and on Easter Monday, spring bank holiday and summer bank holiday. Last admission 5.15pm. Adults £2, children £1. 25% reduction for schools parties booking in advance.

Many of the rooms are scattered with the minutiae of life underground. Desks are littered with files, marked "most secret", copies of *The Times* and *Picture Post* are lying around, scrap paper with notes of calculation jottings; to have just been "left" for a moment while the owner goes for a file or a cup of tea. But the overall impression of the rooms is one of complete order — too much mess would have been a security risk. The contents of waste paper baskets had to be burnt daily.

All the same, there are plenty of little details to evoke images of good old war-time spirit. There are the "top secret" typewritten details of "Operation Desperate", which a group of typists invented as a joke and presented to a member of the Joint Planning Staff. "Operation Desperate" was a spoof mission to get the typists silk stockings, chocolates and cosmetics from the US.

The joint planning officer took it in good heart and sent the girls plans (also headed "top secret") of how the mission was to be executed.

Tucked away in one corner is the Transatlantic Telephone Room, where Churchill was able to speak to Roosevelt — and later to Truman.

School parties, I am sure, enjoy the blend of wharves, stables, locks, toll house, lighthouse even, cottages, quays and a working steam engine. Ocean-going vessels pass by (rather infrequently these days) on the larger scale Manchester Ship Canal.

I clambered into one of the traditional canal narrow boats, all gaily painted in rose and castle motifs, all brassywork brightly burnished. Inside the cramped, tidy, ingeniously designed quarters it is easier to imagine family life on these working boats. One of my favourite reads is A. F. Herbert's *The Water Gipsies*, rather neglected these days, I suspect, but, of course, the boat there, Fradence, was hailed by Beauty the horse. Start of the Boat Museum's history. Start of the history of the canal and the human stories behind history and economics are far from neglected.

We rightly speak of a canal culture, and this Boat Museum colourfully brings this to life. The shop I commented on at the museum, when the festive rally of the Inland Waterways Association will be hosted, along with

tea and artifacts with the inevitable tea towels. Teachers should know there is an inside area for children to eat their own food, a cafe too and an adjoining picnic spot. The site's additional displays are devoted to the history of Ellesmere Port, 300 years of energy, and to a consideration of the canal houses.

The museum's education service produces information sheets (10p) for teachers with worksheets for pupils (£1 a set). A junior school study pack costs £3 (p&p extra). The Education and Conference Centre, opened in 1983, is a delight complete with lecture theatres, classrooms for 130, all fully equipped with audiovisual facilities.

Another cafe is for the exclusive use of conference members — ideal for school and college study days. Sensibly, the organizers welcome teachers on advanced planning safaris free of charge. Next spring bank holiday sees a carnival at the museum, when the festive rally of the Inland Waterways Association will be hosted, along with



much fun of the fair.

I last attended such a rally in my cannel fever days in the mid-1960s, at Marple, when it rained incessantly. Now the events have grown in popularity since then. The Boat Museum is exceptionally well sign-posted and quickly reached from M53.

Dudley Wilson

Ellesmere port

Once busy, industrial Ellesmere Port was a transshipment port linking Midlands trade with the sea via our canal network. Now the site, designed by Jessop and Thomas Telford, houses the — fabulously interesting — Boat Museum. Do not be misled by the name — there is nothing in dusty glass cases here.

This is an active, living world of its own, the canal world. Visitors can watch old techniques of boat building, or take a boat trip on the Shropshire Union Canal itself, which here joins the Mersey through splendid flights of locks and basins. I find the museum complex, with its mixture of outdoor and indoor displays, endlessly interesting.

School parties, I am sure, enjoy the blend of wharves, stables, locks, toll house, lighthouse even, cottages, quays and a working steam engine. Ocean-going vessels pass by (rather infrequently these days) on the larger scale Manchester Ship Canal.

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Provoked into learning

Marista Leishman on education in the National Trust for Scotland

Six islands, seven mountain ranges, seventeen stately homes, one water-driven mill, one tenement house, some doo' cots, waterfalls, a standing stone and an urban park: the National Trust for Scotland holds these, and more, "for the benefit of the nation".

The wording of its rubric is quaint, but the mobile motorized visiting public come in their thousands, and so, do those who come to learn from the signs of history, from the art collections, the monuments of architecture and the spectrum of wild-life.

It's a funny thing, but the heritage is booming. Each year, and under varying forms of management, more museums, more local collections, and more historic houses open to the public. Even the less familiar areas of industrial archaeology draw the public. But interest is a fickle thing, and to sustain it (and with questionable taste) "heritage" shops open, adventure play areas begin to resemble fairgrounds, pipe bands advance and dancers from Tahiti gyrate before Palladian porticos.

Some years ago now it was recognized that there was a dimension for learning that could be provided by the site. It was unique and it was special; but the experiment was none the less characterized by transposing the mode of the classroom to the site itself, so that now, many millions of worksheets, clipboards and chewed pencils later, we see that a great deal more can be made of the site; and that if we can manage not to be homed in by marks awarded and marks deficient, the site will be rich in opportunities for imaginative and innovative teaching.

If, for instance, it's sensible to use the site to teach about the Industrial Revolution, then the site itself is only one right answer and a great many wrong ones (and, as a result, many disconcerted souls whose visit can only impress upon them their own informational inadequacy) and go instead for the open-ended question where the

searcher is invited, with welcome acknowledgement to his maturity and judgement, to offer a reflective response: to think, that is, and not only to observe.

This spring, in collaboration with the Ancient Monuments Division of the Scottish Development Department, the Trust is publishing a new *Young Person's Guide to Stirling Castle*. Here, of all places, it would be inappropriate to interrupt the impact of this noble accumulation of history and of the growth of the ancient buildings from the elemental rock with the twitters of questionnaires. Imprecise on dates, names and events, the Rock itself and the stones of its buildings are about the mystique of place.

"This is the place... Let me review the scene, And summon from the shadow past The forms that once have been."

Longfellow is writing in "A Gleam of Sunshine"; and at Stirling the people are summoned, as it were, from out of the experience of place: minimal guidance and questioning can release the imagination. "It is not instruction but provocation that I receive from another soul," said Emerson. At Culloiden Battlefield it is not the details of the manoeuvres of the battle which so bloodily covered the field, or the textbook narrative of the Jacobite plotting and pressure on Government that the Trust primarily offers on the site of the last Civil War. (But for teachers, this material is available before their visit if they wish.)

Instead, there is the possibility of being provoked into learning. In the study room at Culloiden is a great room, a room in a room, behind the battlefield, and it forms the plaid with which the Highlander traditionally wrapped himself, the precursor of the kilt. To wear the plaid he arranged it in pleats on the ground, and, lying on it, gathered it up about himself, securing it with a belt and adjusting the remain-

ing length over one shoulder.

Today's younger visitors to Culloiden may be found on the ground also, wriggling to some purpose; while others cover Jacobite and Hanoverian journeys on a large relief map. Illustrations of the people, miniatures to show the clothes they wore, say, in effect "please touch"; and out of the window Drumossie moor, desolate still, stretches away in inescapable reminiscence. Today's interpretation of Culloiden by contemporary young minds takes its place in the study room, an outstanding collage, the gift of Culloiden Academy.

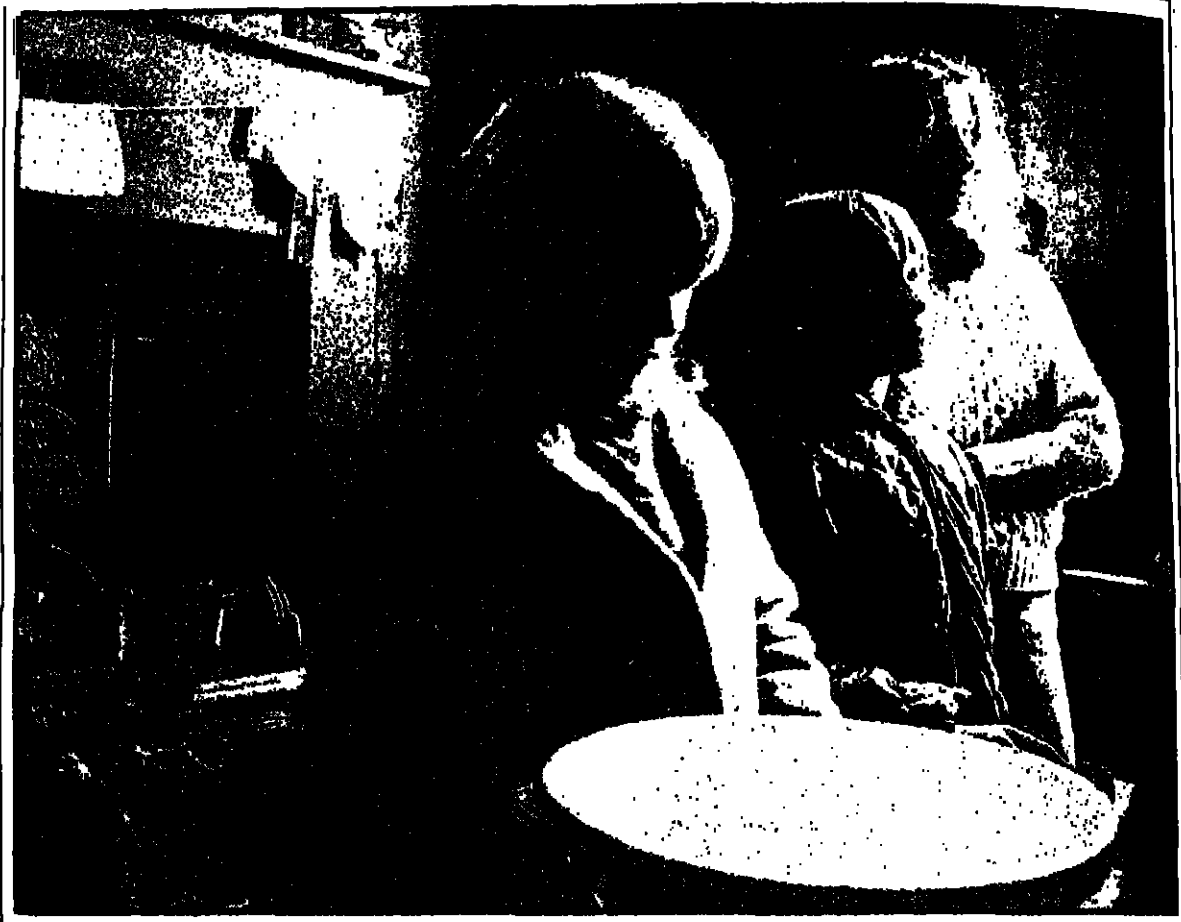
The National Trust for Scotland is not a museum, but an educational body. But with conservation its primary responsibility it steps aside from its original role to assume a legitimate concern for the right and full use of its properties in teaching. Heritage is not, after all, nostalgia, but stretches in a long line into the future as well as gathering in the significant past, capturing both in an important present in which learning and the environment are inter-related.

The recent report by the inspectorate *Learning and Teaching: The Environment and the Primary School Curriculum*, says: "The environment is a resource through which the child learns, a source of inspiration and a means of enjoyment and pleasure. Outside the classroom there is a host of things to observe, to hear, and to do. The use of the environment in this way develops in the child the interest, the motivation and incentive on which the learning process depends. The environment is something to learn from, 'leary about', and be responsive to."

The Trust embarks on many projects and publications, and to ensure their relevance to teaching seeks the assistance of regional education authorities. What emerges is the result of support of advisers in devising them and of teachers in piloting them. One such is at Hill of Tarvit in Fife, where young primary children were led in their nature explorations up the hill by the older children of Castlehill Primary School; they used the trail guide prepared by the students of Bell Baxter Secondary School. At Wester's Cottage in Kilbarchan, adults watch the children spin and weave; and the film on the life of the weavers in 1800 is the opportunity for preparation which Jordanhill College has provided. In Glasgow's tiny Tenement House the wallet of facsimile documents invites children to study as historians, working the evidence and forming their conclusions.

When schools become corporate members of the Trust they have a year's free access to all Trust properties. They make use of the *Educational Guide*, which costs £3.45 including post and package; and they, and all who wish, must enquire further of the Education Department, at 5 Charlotte Square, Edinburgh EH2 4DU. Tel. 031-226 5922.

Learning from the evidence in a tenement house in Glasgow



Making the most of Ironbridge

Advice from Patricia Davies

Without doubt, the Ironbridge Gorge Museum has the potential to become one of the foremost industrial museums in the world. In 17 years its achievements have been considerable, and not least in that it has conserved for future generations the physical remains of the remarkable series of industrial developments which began here in the early 18th century.

Each year, some 250,000 visitors come to the museum and nearly half of those are schoolchildren. It is clear, as one observes them in their progress through the gorge, that the key to a successful day out at the Ironbridge Gorge Museum is forward planning.

Certainly, any teacher contemplating a school visit to the museum will well ask, is it worth all the effort, given the numerous logistical problems to be tackled if all is to run smoothly on the day and this without considering the educational content of the enterprise? To start with, there are the travel arrangements.

Although coach travel to Ironbridge has been made easier with the opening of the M54/M6 motorway link, once in the gorge, mobility is not so straightforward. For the Ironbridge Gorge Museum, in fact, comprises several museums and monuments spread along the five mile stretch of the Gorge. It is essential, therefore, to plan in advance which museums are to be visited and in what

Coupled with this is the problem of timing. It is simply not possible to do the whole of the Ironbridge Gorge justice in the course of a single day's visit. The five main museums alone take a recommended minimum of six hours, and that without stops for loo, shops and refreshments or seeing the many other buildings and places of interest within the historic environs of Coalbrookdale and Ironbridge.

Then there is the visit itself to be considered. The museum does not yet have special facilities for school parties. Nor does it provide guides or teaching staff as a matter of course. And even if party leaders have visited the museum before and feel that they are familiar with its layout, much may have changed by the time they make a subsequent visit, for new exhibits are constantly being worked on, and opened to the public.

Finally, there is the daunting task of interpreting what is to be seen and lending coherency to what, in effect, is a series of fragmented glimpses of the historical record.

Given, then, these potential obstacles to both personal enjoyment and educational utility, how does one justify a school visit to Ironbridge, and how does one ensure that it will present a worthwhile experience?

To begin with, what is important about Ironbridge is not that it is the birthplace of the Industrial Revolution, for such a proposition may well

be contended. Nor is it the fact that it has an impressive complex of museums. But above all it is that wealth of evidence for the social and economic effects of three centuries of industrial enterprise and technological innovation is still to be seen within the communities of Ironbridge and Coalbrookdale.

The workers' cottages, the Ironmasters' homes, the factories, the chapels, churches and public buildings all survive as documents of a period of momentous change. They are part of the continuing tradition of technological change, and as such are the concern of all of us and not merely the preserve of the historian.

The museum, then, is the key to their exploration; a starting point, for enquiry and not a neatly packaged slice of history. It demands much effort on the part of the user, and if its real educational potential is to be realized, it also demands that the visitor has clear objectives for the visit.

As an aid to formulating those objectives, the museum provides a range of free literature, together with a 52-page teacher's handbook, museum site guides and guided walks. If the prospect of sifting through masses of information seems too daunting, then turn it into a planning exercise for the whole class. In this way everyone will have some idea as what they are going to see, and feel that they have made



some contribution to the day's activities.

The museum also offers free preliminary visits to teachers. There is an information officer to deal with general enquiries, and from the new year there will also be an education officer to provide more particular advice. The extensive resources of the research library may be consulted by appointment, and a librarian is on hand to deal with specialist enquiries. For those parties who wish to spend more than a day at Ironbridge, there is a superior grade youth hostel with field study facilities housed in the Old Coalbrook Dale Institute. Not to make use of at least some of these services is to court

disaster. And, although at present, the idea of achieving success is very much on the teacher, the Ironbridge Gorge Museum does have much to offer. For the future - now that it has realized many of its objectives in conservation terms, the museum is looking towards the provision of a comprehensive service which will meet the needs of visitors of all ages and interests. It is purely a matter of forward planning.

Information officer, Ironbridge Gorge Museum Trust, Ironbridge, Shropshire TF8 7AW. Tel. Ironbridge (095245) 3522.

Advisory Teachers - Science and Mathematics

Applications are invited for eight posts of advisory teacher to be appointed from September 1985 under the Education Support Grants Scheme.

Primary Science - Headteacher Group 3

There will be 4 of these posts and candidates should be experienced and successful primary teachers who have taught science within the curriculum, interest in primary science is developing rapidly in the county and it would be an advantage for candidates to have had previous involvement with in-service work with science teachers.

Primary Mathematics - Headteacher Group 3

There will be 2 of these posts and again experienced primary practitioners are sought with a substantial knowledge of recent developments in this area of the curriculum. There will be an opportunity to take responsibility for one or more specific aspects of mathematics teaching.

Secondary Mathematics - Senior Teacher Scale

There will be 2 of these posts and candidates should be experienced and knowledgeable secondary teachers already holding a post of responsibility for mathematics. Applicants should have an interest in either primary/secondary liaison and mathematics in the early years or the teaching of mathematics to lower attaining 4th and 5th year pupils.

In the case of all 8 posts there will be major opportunities for teachers with the field and imagination to establish and develop programmes of school focused INSET and work closely with the existing team of Inspectors/Advisers and Advisory Teachers. All these appointments will be for an initial period of 3 years with the opportunity thereafter to remain on the permanent staff of the Authority at the same salary grades.

Further details and application forms can be obtained from:

Schools Section, Education Department, County Hall Trow on receipt of a stamped addressed envelope.

The closing date for applications is Friday, 15th March 1985.

Cornwall

Education

PRIMARY

HEADSHIPS

CO35/19P Group 6, Stannaway Primary School, Pannine Road, Glossop, Derbyshire, SK13 3JN. (Glossop 2721). (5-11; NOR 340)

CO38/19P Group 1, Hartington CE (Controlled) Primary School, Hartington, Sutton Derbyshire, SK17 0AS. (Hartington 254). (5-11; NOR 330)

Application forms and particulars for the above two posts (S.A.E. please) from the Director of Education, County Offices, Meadow, Derbyshire, DE4 3AG. Closing date: 8 March 1985.

SECONDARY

BUSINESS TECHNOLOGY

Scale 2, Swanwick Hall School, Swanwick, Derby, DE22 1AE. (Leakrook 502106). (11-16; NOR 1372)

Application forms and particulars (S.A.E. please) from the Headteachers, unless otherwise stated. Closing date: 8 March 1985.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

DERBYSHIRE County Council

Norfolk

HEADS

required for
HILGAY VILLAGE VOLUNTARY CONTROLLED PRIMARY SCHOOL, Nr. Downham Market. (Group 2)
SAXLINGHAM VOLUNTARY CONTROLLED PRIMARY SCHOOL, Nr. Norwich. (Group 1)
ASLACTON COUNTY PRIMARY SCHOOL, Nr. Long Stratton. (Group 1)

Application forms and further details may be obtained from the County Education Officer, Room 32 County Hall, Norwich, NR1 2DL, on receipt of a stamped addressed foolscap envelope.

Closing date for applications - 8th March, 1985. (10010)

PRIMARY HEADSHIPS

CAMBRIDGE

Cambridge County Council Employer, TRIPLOW CE(A) PRIMARY SCHOOL, Tripelow, Herts. Applications are invited for the HEADSHIP of this group 1 school, to commence in September or possibly April. Application forms and further details from Senior Area Education Officer, Education Department, Cambridge CB2 0AP. (0455) 555555. Closing date 4th March. (34555) 110010

CHESHIRE

EDUCATION COMMITTEE
CINNAMON BROW CE AIDED PRIMARY SCHOOL, Parth Close, Parnhead, Warrington, Cheshire, WA9 0SF
Tel: Warrington 821108 (Group 5)
RE-ADVERTISEMENT

Applications are invited from suitably qualified and experienced PRIME AGENCY teachers for the post of HEADSHIP of a group 1 school, to commence in September 1985.

Applicants should be practising communicative members of the Church of England. The Governors are looking for an enthusiastic and energetic person who is keen to share in the life of the school and to develop the relationship between the Church and the school.

Applicants are requested to give a concise outline of their aims and philosophy in a letter which should be attached to their application form.

Previous applicants will be re-considered.

Application forms (S.A.E.) and further details are available from the District Education Officer, Education Department, Priestley House, 25, Broad Street, Warrington, Cheshire, WA9 0SF. Tel: Warrington 515055. They should be returned to Reverend M. Mills, The Vicarage, Byre Close, Cinnamon Brow, Warrington. Completed forms to be returned by 1 March 1985. (34174) 110010

CUMBRIA

COUNTY COUNCIL
BRUNDALE INFANT SCHOOL, Brunndale Road, Penrith, Cumbria, CA10 1TB. Applications are invited from suitably qualified teachers for the HEADSHIP of this school. Application forms and further details available from the Director of Education, North-East Division, Education Department, 10, Victoria Road, Carlisle, CA1 1PU to whom completed forms should be returned by 8 March 1985. (34934) 110010

DEVON

Please see displayed advertisement on Page 57. (25106) 110010

DONCASTER

ROYAL FREE R.C. JUNIOR AND INFANT SCHOOL, Kilton Lane, Stanforth, Doncaster. Group 4 - Number on roll 120 (including 30 full-time Nursery). Applications are invited from suitably qualified and experienced Roman Catholic teachers for the post of HEADSHIP of this school, with effect from September 1985. Application forms and further details are available from the Director of Education, Doncaster R.N.I. (S.A.E. please). Completed forms should be returned to Mr P. Pennington, Correspondent Governor, Moor Edges Road, Thorne, Doncaster, DN8 5JL by 8th March 1985. (34793) 110010

DORSET

BROADSTONE FIRST SCHOOL, Broadstone Road, Broadstone, Dorset, DT10 1JL. (Age range 5 - 11, 820 on roll). Applications are invited from suitably qualified and experienced teachers for the post of HEADSHIP of this school, with effect from September 1985. Application forms and further details are available from the Director of Education, Dorset Education Department, 10, Victoria Road, Dorchester, Dorset, DT1 1PU to whom completed forms should be returned by 8 March 1985. (34934) 110010

EAST SUSSEX

HOLY CROSS CE (AIDED) SCHOOL, Belmont Road, Ockford, East Sussex, TN38 8JL. (Age range 5 - 11, 820 on roll). Applications are invited from suitably qualified and experienced teachers for the post of HEADSHIP of this school, with effect from September 1985. Application forms and further details are available from the Director of Education, East Sussex Education Department, 10, Victoria Road, Brighton, East Sussex, BN1 1PU to whom completed forms should be returned by 8 March 1985. (34934) 110010

HAMPSHIRE

RE-ADVERTISEMENT
ST. ANDREW'S CHURCH OF ENGLAND CONTROLLED PRIMARY SCHOOL, Sandy Lane, Farnborough, Hampshire GU14 5SS. N.O.R. Currently 289. Required for September 1985. Applications are invited for the post of Head Teacher. Closing date 8th March 1985. Application forms and further details obtainable from the Education Officer, Crossways, Boundary Road, Farnborough, on receipt of a stamped addressed envelope. (33588) 110010

HAMPSHIRE

KING'S SOMERNE C.E. CONTROLLED PRIMARY SCHOOL, King's Somerne, Winchester SO30 6PN. Required September 1985. Group 2 Headteacher. Details for application forms and further particulars from The Divisional Education Officer, Alliance House, 4, Water Street, Totton, Hants. RG21 1UL. Closing date for receipt of completed applications: 8 March 1985. (34531) 110010

HERTFORDSHIRE

ST. ANDREW'S CHURCH OF ENGLAND CONTROLLED PRIMARY SCHOOL, Carlton Avenue, Hertford. Required September 1985. Group 3 salary, plus fringe allowance. Application forms and further particulars from The Divisional Education Officer, Scott House, Hagdell Road, Hertford, SG8 5AG, to whom completed forms should be returned. Closing date March 1985. (33588) 110010

HERTFORDSHIRE

PULLER MEMORIAL CHURCH OF ENGLAND VOLUNTARY AIDED JM & I SCHOOL, High Cross, Nr. Ware. Required September 1985. Group 1 salary, plus fringe allowance. Application forms and further particulars from The Divisional Education Officer, Scott House, Hagdell Road, Hertford, SG8 5AG, to whom completed forms should be returned. Closing date 4 March 1985. (33588) 110010

HUMBERSIDE

EDUCATION COMMITTEE

HEADS

Required for September 1985 for the following:

BUSHFIELD INFANTS SCHOOL, Bushfield Road, South Humberside. (Re-advertisement)

Group 3
N.O.R. 111 Age Range 5

SIGNALS INFANTS SCHOOL, Hardy's Road, Cleethorpe, South Humberside. Group 4

N.O.R. 165 Age Range 5

THURNCOBE JUNIOR SCHOOL, Park Street, Cleethorpe, South Humberside. Group 4

N.O.R. 319 Age Range 7

Application forms and further particulars are obtainable upon receipt of a stamped addressed envelope from the Director of Education, County Hall, Northcliffe, Lincoln, LN1 3JL. Completed forms should be returned to the Director of Education, County Hall, Northcliffe, Lincoln, LN1 3JL, by 8th March 1985. (34934) 110010

NORTH YORKSHIRE

COUNTY COUNCIL

Applications are invited from suitably qualified and experienced teachers for the post of HEADSHIP of the following schools: ST. ANDREW'S R.C. AIDED PRIMARY SCHOOL, Appleton, Nr. Malmesay. Applicants should be practising Roman Catholic. School House available. A stamped addressed envelope for application forms and further particulars should be sent to the Director of Education, County Hall, Northcliffe, Lincoln, LN1 3JL. Completed forms should be returned to the Director of Education, County Hall, Northcliffe, Lincoln, LN1 3JL, by 8th March 1985. (40011) 110010

OXFORDSHIRE

COUNTY COUNCIL

SACRED HEART SCHOOL, Henley on Thames. Applications are invited from suitably qualified and experienced teachers for the post of HEADSHIP of this school, with effect from September 1985. Further particulars and application forms available from the Chief Education Officer, County Hall, Northcliffe, Lincoln, LN1 3JL. Completed forms should be returned to the Chief Education Officer, County Hall, Northcliffe, Lincoln, LN1 3JL, by 8th March 1985. (34934) 110010

Bedfordshire Education Service

Headships

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools. Required for September 1985.

Great Barford Lower School, Silver Street, Great Barford, Bedford MK44 3JJ

Group 2
Estimated number on roll September 1985 - 80 children aged 5-9 years.

Dallow Infant School, Dallow Road, Luton LU1 1LY

Group 4
Estimated number on roll September 1985 - 258 children aged 5-7 years.

St. Mary's Lower School, Rooktree Lane, Stotfold, Hitchin SG5 4NN

Group 4
Estimated number on roll September 1985 - 153 children aged 5-9 years.

Swallowfield Lower School, Weathercock Lane, Woburn Sands, Milton Keynes MK1 2DW

Group 4
Estimated number on roll September 1985 - 189 children aged 5-9 years.

Linslade Lower School, Leopold Road, Linslade, Leighton Buzzard LU7 7QU

Group 5
Estimated number on roll September 1985 - 382 children aged 5-9 years.

There is also a 40 place Nursery Unit attached.

Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford. Closing Date: 4 March 1985

The Council is an equal opportunity employer. (10053)

Bedfordshire

County of Cleveland

CLOSING DATE - 8th MARCH, 1985.

CHRIST THE KING R.C. (AIDED) PRIMARY SCHOOL, Tedder Avenue, Thornaby, Cleveland TS17 9JP. (Telephone: Stockton 781262).

HEAD TEACHER (GROUP 5)

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5 Primary School with Nursery Class, which will become vacant on 1st September, 1985.

Applicants should hold the Catholic Teachers Certificate. Good liaison with the Parish would be required. A knowledge of R.C.I.A. or other R.E. programmes involving parents would be an advantage.

Financial assistance with household removal expenses may be available in approved cases.

Application forms (S.A.E.) may be obtained from the school and returned to Monsignor W. Carroll V.G., Christ The King Presbytery, Treshard Avenue, Thornaby, Cleveland TS17 4QN. (10054)

Leicestershire

HEADSHIP

OADB, BROOKSIDE COUNTY PRIMARY SCHOOL, GROUP 6

Head required August 1985 for this attractive open plan primary school (4+ - 10+) which incorporates a purpose built observation and assessment unit.

Approximate roll (August) 245 + 14 in unit.

Further details and application form available from the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF (S.A.E.) to be returned not later than 4th March 1985.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from suitably qualified and experienced people irrespective of race, disability, sex or marital status.

100

Cornwall

YOUTH & COMMUNITY
continuedNORTHAMPTONSHIRE
COUNTY COUNCIL

EDUCATION
DEPARTMENT
COMMUNITY YOUTH
WORKER/NARROWBOAT
STEERER

Required to operate a
12 berth narrowboat on
the Grand Union Canal
from April - October 1985.

An ability to work with
people is more important
than previous boating ex-
perience as training will
be given.

Application forms and
further details from Area
Community Youth Officer,
South and West Area, No
5, Guildhall Road, North-
ampton NN1 2EP. Tel: 0335
348333. Ext. 3465.

Closing date 28th
February 1985. 133492
(34635)

LIVERPOOL
EDUCATION COMMITTEEDEPUTY WARDEN
MANFIELD YOUTH AND
COMMUNITY CENTRE

Liverpool 5
Salary: JNC 5(1) £7,866 -
£8,844
(under review)

Applications are invited
from qualified and expe-
rienced persons able to de-
velop work with young
people in the area (South
Sector), using Centre/
staff resources.

Application forms and
further details (SAE)
from Area Community
Education Officer, Prince
Edwin Adult Centre,
Liverpool L3 3LL. (Tel: 051-507 7455). To be re-
turned by 8th March 1985.

The City Council is an
Equal Opportunity Em-
ployer and welcomes ap-
plications irrespective of
race, sex, marital status
or disability. 440000
(33988)

BRISTOL Y.M.C.A. INCORPORATED

QUALIFIED YOUTH & COMMUNITY WORKER

To be part of staff team in an exciting and im-
aginative expansion of Y.M.C.A. work in
Totterdown, initiating a new youth programme
with an emphasis on sport and physical recrea-
tion within a £250,000 redevelopment Com-
munity Sports Centre project. Skills,
experience, qualifications and enthusiasm in
physical activities and outdoor pursuits will be
considered an advantage.
Salary: £7,866 per annum.

Further details from: Executive Director,
Bristol YMCA Inc. 107 Wells Road, Bristol.
BS4 2BS. Tel No. 0272 716769.
Closing date for application: 20th March 1985.
(10085)

Somerset County Council

COMMUNITY EDUCATION OFFICER

(Taunton Deane)

Applications are invited for this key post within the Community
Education Service in Somerset. The successful applicant will be
responsible to the Education Officer (Community Education) for a
wide range of managerial, developmental and advisory functions
within the Taunton Deane area. He/she will also be expected to
work as part of a County wide team.

We are looking for a person with a proven track record in
Community Education. The ability to lead, and co-ordinate a
diverse and varied Area Team is essential.

Salary scale: Head of Department Grade II, £12,622 - £14,115.
Application form and details (see 9" x 4" min) from the
Staffing (T1) Section, Education Department, County Hall,
Taunton TA1 4DY.
Closing date 18 March 1985.
(10797)

Youth and Community Worker

Youth Theatre Director

£8,124 to £9,102

A suitably qualified Youth and Community Worker or teacher
with drama training is required to develop Youth Theatre at the
Castle Hill Centre, Maidenhead. The Centre includes a 40-
seat, fully equipped theatre and the person appointed will be
expected to recruit, supervise and support volunteer workers
to assist in the delivery of Creative Arts and Theatre
Projects. The post requires imagination and proven organising
skills and the ability to work enthusiastically with young people
to contribute to their personal and social development.
Comprehensive in-service training and personal supervision.
Removal expenses in approved cases.
For informal discussion telephone John Davidson, District
Youth and Community Officer on Maidenhead 28202.
Application form and job specification from Director of
Education (YCS), Shire Hall, Shinfield Park, Reading,
RG2 9XE. (SAE please).
Closing date 11th March.
An Equal Opportunity Employer.
(10030)

Royal County of BERKSHIRE

LONDON

Inner London Education
Authority

WELLINGTON YOUTH CLUB

Two Full-time Youth
WorkersRequired to complete a new
staff team. We are looking
for energetic and enthusiastic
workers who will commit-
ment each other and who are
truly committed to working
in an anti-racist and anti-sex-
ist way.

Club based Worker Scale 2.
To develop a range of ac-
tivities in the Club which will
begin to meet the needs of
the youth who live on the
Aylesbury Estate.

Outreach Project Worker
Scale 3L.
To develop detached work
on the estate with girls and
young women using the club
as a base. Workers with ex-
perience of working with
black girls and young women
are particularly encouraged
to apply.

JNC Salaries and condi-
tions of service are included
in the London allowance. Scale 3L:
£7,304 - £8,844. Scale 2:
£6,754 - £8,124. Training/Un-
qualified: £6,855 - £7,794.
The appointments will be
to the service of the Au-
thority.

Assistance may be given to-
wards household removal ex-
penses. For informal chat please
contact Pauline Henry on 703
5368.

Details and forms return-
able by 8th March 1985 from
Southwark Youth Office, 83
Peckham Road, London SE8
8UP. (stamped addressed
envelope). Tel: 01-701-8559.

These posts are considered
suitable for job share ap-
plications for job share will
be considered on an equal
basis. An EQUAL
OPPORTUNITIES AN
EMPLOYER. (34784) 440000

Write or phone for in-
terview. Vapour School
of English, 36, P. Koroni,
Greece. Tel: 046 190
Monday to Friday 9-1
and 2-5. 9 Great time

Expenses will not be re-
funded. (34778) 460000

COMMUNITY AND FURTHER EDUCATION

Applications are invited from suitably experienced and
qualified persons for the following full-time post with the
recently formed Ethnic Minorities Youth Work Unit:

Project Leader

JNC 4 (5-8) £10,209 - £11,382 plus £678 LW.
Plus Casual User Car Allowance
& pension facilities available.

The Unit is an integral part of the Borough's Youth and Com-
munity Service, which itself forms part of the Community and
Further Education Branch of the Education Department.
The minimum requirements for this post are: a qualification in
Youth and Community work which is recognised by both the
Joint Negotiating Committee (JNC) and the Department of
Education and Science; at least five years' relevant post-
qualification youth and community work experience; a sym-
pathetic understanding of the social educational needs of
young people from different ethnic minority groups and the
ability to develop, and to assist others in developing, a range
of programmes for this purpose.

Further details and an application form are obtainable from
the Senior Education Officer, Community and Further Educa-
tion, London Borough of Waltham Forest, Greyview House,
394 High Road, Leyton, London E15 8QE. Informal enquiries
ring 01-527 6644 Extn 6143 - Mr. J. Parker, Principal Youth
and Community Officer.
REF. No. G6818
Closing date for applications: 15th March 1985.
(14045)

Waltham Forest

AN EQUAL OPPORTUNITY
EMPLOYER.
Applications are considered by their
merits for the post regardless of
ethnicity, sex, race and marital status.

County of Cleveland

EDUCATION DEPARTMENT

YOUTH TUTOR

£7,734-£11,031 - Burnham Scale 3

Required at Blithworth Youth and Community Centre,
Harrowgate Lane, Stockton.

Applications are invited for this post in an established
Youth and Community Centre. The Centre has its own
purpose-built premises (with coffee bar, disco area,
games area, lounge, craft room, committee room, etc.)
and use of school premises (including a sports hall).
Applicants should be qualified teachers and experienced
in operating a Youth and Community Centre, interests in
training, outdoor pursuits, social education and/or Duke
of Edinburgh's Award would be advantageous.

Application forms are available from the County
Education Officer, Education Offices, Woodlands Road,
Middlesbrough, Cleveland. To whom completed forms
should be returned by 8th March 1985.
We are an equal opportunities employer.
(10086)

Malaysia RESIDENTIAL SCHOOLS - MALAYSIA

Up to six teachers are required to join 50 other Centre teachers
teaching English in State Residential Schools. Half of the
teaching will be in Forms 4 & 5 (16-17 year olds) and the
remainder in the Lower School forms (12-15 year olds). These
schools have an excellent pass rate in the equivalent of 'O' level
English language and pupils are keen to learn. The teachers
will play a full part in the co-curricular activities of the schools.
Qualified graduate teachers with at least 5 years' experience
(including 3 in TEFL) and who are free to take up appointment
no later than 12 April, apply for further information to:
The Centre for British Teachers (TM1)
Quality House, Quality Court
Chancery Lane, LONDON WC2A 1HP
Tel: 01-242 2982
Applications from married teaching couples welcome.
(10072)

REPUBLIC OF SINGAPORE

Teachers of English in Secondary Schools

The Ministry of Education, Republic of Singapore invites applications for
the above posts from qualified Teachers of English with a First or
Honours degree in English or a degree in the Humanities, with English as
one of the major subjects. Applicants will be required to teach English at
Secondary and Pre-University levels to help improve the standard of
English in schools in Singapore. They must be native speakers of English.
Although there are four official languages in Singapore, English is the
language of administration, commerce, industry and the professions. It is
also the major language of instruction. We have increasingly emphasised
the importance of English in education, which has resulted in almost all
students in Singapore now studying English as their first language and
their mother tongue as a second language. This has led to increasing
demands for English teaching resources, especially at GCE 'O' Level
standard. To date, there are more than 120 teachers from the UK and
New Zealand teaching English in Singapore in our secondary schools and
junior colleges.

Interviews are scheduled to be held in London in late April and successful
applicants can take up their appointments either in early July or at the
beginning of the academic year in January 86.

The basic terms of service include the following:
• Renewable three-year contracts.
• Basic salaries ranging from approximately S\$16,120 to S\$37,206 pa.
(Equivalent to approx £6,474 to £22,972 pa).
• Housing allowance according to marital status.
• Education allowance for two children up to 18 years of age.
• Tax free superannuation benefits.
• Medical benefits.
• Free passage for home leave after each three-year contract.
• Interest free settling-in loan.

For application forms and information leaflet, please write to or
telephone:
Teacher Recruitment Unit, Singapore High Commission,
5 Chesham Street, London SW1.
Tel: 01-831 5376.

Completed application forms should be returned by 8 March 1985.
Those who had responded to our previous advertisements, need not
submit another application. But if you wish to be considered again, please
write to us. When you do, please give us an up-to-date on your
qualifications and experience.
(10088)

THE ENGLISH SCHOOL, FAHAHEEL, KUWAIT

TEACHER OF MUSIC

This well established primary school which caters for 350 children
aged 4-11 years, of which eighty five per cent are British, now
requires a fully qualified music teacher of Music to teach
throughout the school. The successful candidate will have several
years practical experience and be a UK trained teacher able to
teach the recorder and percussion work and be able to train the
school choir. She must also be capable of presenting Concerts and
be able to produce the annual musical production. Excellent salary,
free accommodation, medical insurance, air fares, Utilities etc.
For full details and an application form please send
stamped and self-addressed envelope to us at the
address given below. Job reference number
ES/MT. Interviews in Birmingham
during early part of March.
(10089)

Education Consultants

3 Temple Row West, Birmingham B2 5NY, England, UK.
Tel: 021-233 3233 Telex: 334264

THE CENTRE for British Teachers Limited

MALAYSIA RESIDENTIAL SCHOOLS - MALAYSIA

Up to six teachers are required to join 50 other Centre teachers
teaching English in State Residential Schools. Half of the
teaching will be in Forms 4 & 5 (16-17 year olds) and the
remainder in the Lower School forms (12-15 year olds). These
schools have an excellent pass rate in the equivalent of 'O' level
English language and pupils are keen to learn. The teachers
will play a full part in the co-curricular activities of the schools.
Qualified graduate teachers with at least 5 years' experience
(including 3 in TEFL) and who are free to take up appointment
no later than 12 April, apply for further information to:
The Centre for British Teachers (TM1)
Quality House, Quality Court
Chancery Lane, LONDON WC2A 1HP
Tel: 01-242 2982
Applications from married teaching couples welcome.
(10072)

INDONESIA SANDUNG INTERNATIONAL SCHOOL

Group 12 co-educational Secondary
with 1100 students, 220 in the sixth form.
1. Head of Department, English (Grade 9)
2. Head of Department, English (Grade 10)
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PRINCIPAL ADVISER

— Ref: E/698

Burham H/T Group 11 £18,159 - £19,509 p.a. plus £1,038 London Allowance.

Applications are invited for the post of Principal Adviser, from persons with a broad and varied experience of teaching and management at a senior level in schools or colleges and with previous experience in advising in educational authorities or administrative positions.

The Principal Adviser leads the Council's team of Educational Advisers which will soon be 19 in number, covering a wide range of specialist and phase interests. The Department has recently been restructured and three posts of Phase Adviser, who will be especially concerned with the needs of broad age ranges of pupils and students, are being introduced intermediate to the body of general Advisers and the Principal Adviser.

The main responsibility of the Principal Adviser is to advise the Director of Education on the development of curriculum in schools and colleges, to organise the rolling programme of appraisals in schools, to have oversight of the work of the advisory body, the provision of in-service training for teachers, and professional management matters in the Authority's educational institutions. She/he will have overall responsibility for extending and expanding work in promoting the multi-cultural opportunities educational policy in the Authority's schools, colleges, and educational institutions. The postholder will have a clear understanding of and a commitment to anti-racist and equal opportunities policies, and be able to guide and encourage colleagues and teachers to develop and promote an anti-racist perspective in their work. The postholder will be a member of the Department's Senior Management Team.

ADVISER - MULTICULTURAL EDUCATION

— Ref: E/733

Burnham H/T Group 9 £15,792 - £17,112 p.a. plus £1,038 London Allowance

Applications are invited from experienced teachers for the post of Adviser, Multicultural Education. The successful applicant will be expected to show a clear awareness of the needs of in-service training work and curriculum development in relation to Anti-Racist Multicultural education, as well as some experience of administration. First hand experience of the needs, problems and concerns of black ethnic communities will be of positive advantage to applicants.

She/he will be responsible for extending and expanding work in promoting the anti-racist multicultural educational policy in the Authority's schools, colleges and educational institutions. The post holder will have the ability to guide and encourage colleagues and teachers to develop and promote an anti-racist perspective in their work.

ADVISER - CRAFT, DESIGN AND TECHNOLOGY

— Ref: E/346

Burnham H/T Group 9 £15,792 - £17,112 p.a. plus £1,038 London Allowance

Applications are invited from experienced teachers for the post of Adviser, Craft, Design and Technology. The successful applicant will have experience of in-service training work and curriculum development, as well as some experience of administration.

She/he will be responsible for redefining priorities in these craft areas for both Primary and Secondary schools and especially in developing the problem solving approach as a basis for achieving curricular objectives. She/he will be expected to exploit and expand the links which already exist in this work with colleges and other educational establishments in the Borough.

Drive and enthusiasm will be looked for in promoting new approaches to work in Craft, Design and Technology. The post holder will have a keen interest in and a proven record of promoting equal opportunities in this field.

ADVISER - YOUTH AND COMMUNITY

— Ref: E/840

Burnham H/T Group 9 £15,792 - £17,112 p.a. plus £1,038 London Allowance

Applications are invited for the new post of Adviser, Youth and Community. The successful applicant will have considerable experience in Youth and Community work, in-service training work, and curriculum development and provision, as well as some administrative experience.

She/he will be responsible for developing advisory work for the Youth and Community Service of this Authority and for enhancing links which already exist with other branches of the educational service.

The Authority is looking for someone with a commitment to promoting anti-racist initiatives in the field. First hand experience of working in a multi-racial environment is desirable.

Enthusiasm and drive will be looked for. This post will create an exciting challenge to the successful applicant.

The above posts are NOT suitable for Job Sharing. Application forms and job descriptions from the Personnel Division Room 1, Brent Town Hall, Annexe, Kings Drive, Wembley, Middlesex HA9 9BR, returnable by 8th March. Telephone 01-893 0371 (24 hour Answering service). Reference numbers must be quoted. (14019)

London Borough of
BRENT

Brent is an Equal Opportunity Employer. Job sharers welcome.

**Administration
Local Education
Authority****STOCKPORT
SPECIALIST CAREERS
OFFICER****(FURTHER EDUCATION
AND INFORMATION)**

£7,524 - £8,262

Scale 5 £10,000

Applications are invited for the above post, which falls vacant on 1st April 1985 and is available on a fixed term contract until 31st August 1988. Candidates should be qualified and experienced careers officers, capable of making a positive contribution to our work with students at Stockport College of Technology, and developing the careers information (library and resource facilities) of the careers centre.

Application forms and further details obtainable from the Director of Education, Town Hall, Stockport SK1 3XE. Tel: 061-480 4949. Ext. 3823, by 8th March 1985.

An Equal Opportunity Employer. (134850) 480000

BUCKINGHAMSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

CAREERS SERVICE

CAREERS OFFICER

Milton Keynes Area Office

Salary Scale: Scale 4/5/6

£6,555 - £9,114

Progression to Scale 5 immediately following satisfactory completion of the probationary year. A responsibility for one quarter of the total of Scale 5.

Applications are invited for the above post from qualified careers officers and students at Milton Keynes Area Office in Careers Guidance course.

This person appointed will join a team of a officers based in the developing city of Milton Keynes dealing with the whole academic range of pupils and students in a mixed urban and rural area.

Car user allowance. Removal allowance in approved cases.

Possible assistance with housing.

Application forms and further details on request of S.A.E. from Chief Careers Officer, County Hall, Aylesbury, Bucks HP20 1XA.

Applications should be returned not later than 17 days after the appearance of this advertisement.

(134814) 480000

An Equal Opportunity Employer

Employer: (134850) 480000

PRINCIPAL ADMINISTRATIVE AND SPECIAL SERVICES OFFICER

PO1 £11,373 pa - £12,219 pa

To be responsible for the overall control and operation of the Schools Administration and Special Services Group which involves direct supervision of eight administrative and clerical staff and the administration for the twelve members of the "Education Welfare Service".

The main area of responsibility is the identification and placement of children with special needs in accordance with the 1981 Education Act, with which applicants should be fully conversant.

Other duties include the preparation of financial estimates, the exercise of budgetary control and effective case co-ordination throughout the Group.

Fringe benefits may include 75% removal expenses legal fees for house purchase (max £300) and temporary lodging allowance.

Casual car allowance payable.

Application forms and further particulars available from the Personnel Department Civic Centre, High Street, Uxbridge, Middlesex UB8 3UW. Telephone Uxbridge 0898, quoting reference E22/85XCE. Closing date 8.3.85.

Applications from disabled persons will be welcomed. (14038)

London Borough of

Hillingdon

Education

Business Manager

Eaton Hall International, Retford

PO 38-41 £11,582-£12,645 p.a.

This is a newly established senior post in this residential college which provides education and training for overseas students as well as conference facilities for a wide range of clients. We are looking for a man or woman with qualifications and experience in the field of management and marketing. Previous experience within local government would be helpful but is not essential. Relocation expenses where appropriate.

Application forms and details may be obtained from the Director, Eaton Hall International, Retford, Notts. Tel: Retford (0777) 706441.

Closing date 11 March.

Please quote ref. 145.

An Equal Opportunity Employer

Nottinghamshire County Council

County Hall, West Bridgford

Nottingham NG2 7QP

Nottinghamshire County Council

County Hall, West Bridgford

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Nottinghamshire County Council

County Hall, West Bridgford

Nottingham NG2 7QP

Bedfordshire Education Service**County Advisers/
Inspectors**

For

(a) Primary Education

(b) Geography/History

Salary Scale: Burnham Group 8/9 (Currently £14,664, £15,963 and £15,792-£17,112 respectively).

Applications are invited from suitably qualified and experienced candidates for these posts in the County Inspection and Advisory Service. The appointments will be initially as County Adviser at Group 8 with the prospect of progress to County Inspector Group 9.

(a) Primary Education

The successful candidate will be responsible for advice and inspection in primary schools in the northern area of the County and specialist advice and inspection of infant education throughout the County. An additional advantage will be the ability to offer specialist advice in the field of nursery education.

(b) Geography/History

The successful candidate will be responsible for advice and inspection in either Geography or History. An additional advantage will be the ability to work in both areas and/or in the field of Personal and Social Development.

Essential car user allowance. Car loan scheme. Approved removal expenses paid.

Application form and further particulars for each of these posts are available from D P J Browning CBE MA, Chief Education Officer, County Hall, Bedford, MK42 9AP, or telephone Bedford 63222 Ext. 345.

Closing date for applications Monday, 11th March 1985.

The Council is an Equal Opportunity Employer (12038)

Bedfordshire

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DEVON
SOUTH DEVON COLLEGE OF
ARTS & DESIGN
BUSINESS STUDIES
DEPARTMENT LECTURER IN
DEVELOPMENT
ADMINISTRATION
(For details see under 'Col-
leges' Further Education
(13152)

**HAMPSHIRE
EDUCATION COMMITTEE
CAREERS SERVICE****CAREERS ADVISER**(Employment and Education
Adviser) - Scale 8/6 £7,524 -
£8,114Applications are invited from
qualified careers advisers with pre-
sented above post of South
County Adviser Office.The successful candidate will be
responsible for the operation of the
jobfinder service, imple-
mentation of VTS and work
with the young unemployed.Applicants should be car
users. Relocation expenses are payable
in approved cases.Further details and ap-
plication forms available from the
Regional Administrative As-
sistant, District Office, 88
Office, 1st Floor, Arundel
Towers North Portland Ter-
race, Southampton SO9 4XZ
or Tel: Southampton 55100.
Closing date 4th March
1985. (134819) 480000MERSEYSIDE
YOUTH ASSOCIATION LTD
RESIDENTIAL
MANAGER

Salary: J.N.C. IV

The Association is looking to
appoint a well qualified and
experienced youth worker to
be in the Wirral. The person
appointed will be expected to
develop the potential of the
youth in the Centre by work-
ing with all parts of the
community.Further details and job de-
scriptions available from the Chief Ex-
ecutive, Merseyside Youth
Association Ltd, 88 Shell
Road, Liverpool L6 8AF.
Closing date 11th March.
Please enclose S.A.E.
(134765) 500000

WOKINGHAM TEACHERS' CENTRE

London Road, Wokingham.

Required for September 1985

HEAD OF CENTRE

Burnham Headteacher Group 5.

A well qualified and energetic teacher with
successful experience at a senior level to
manage the centre and lead a substantial
programme of in-service education for
teachers.Application forms and further details (s.a.s.
please) from Director of Education (ES/SS),
Shire Hall, Shindfield Park, Reading, RG2 9XE.
Closing date 8 March 1985.

An Equal Opportunity Employer. (12034)

Royal County of
BERKSHIRE

Education

General Inspectors (Primary Phase)

(2 posts)

Soulbury H.T. Group 9

£15,792-£17,112 p.a.

Well qualified and experienced men or women are
required for these challenging posts in the Advisory and
Inspection Service, which have arisen due to the
promotion of the present postholders. Nottinghamshire
is committed to an expanding programme of curriculum
and professional development. Candidates are sought,
who from a broad base of relevant skills and
understanding, can contribute fully to this comprehensive
programme as it relates to the field of primary education.
Relocation expenses where appropriate.Application forms and further details are available
from the Director of Education at County Hall.
(Stamped addressed (11 x 22cm) envelope please).
Closing date 8 March.

Please quote ref. A12/145.

An Equal Opportunity Employer

Nottinghamshire County Council

County Hall, West Bridgford

Nottingham NG2 7QP

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